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ABSTRACT

The Southern Regional Education Board (SREB) has been operating a program of service-learning in resource development for student interns, public service agencies, and institutions of higher education since 1967. The objectives of the program are: (1) to give manpower assistance to agencies concerned with economic and social development; (2) to provide opportunities for students to participate in the solution of social and economic problems; and (3) to encourage students to consider careers in development programs and public service. This publication is an anthology of articles written by those who first helped to start the service-learning programs and is divided into three sections. Section I deals with the development of the service-learning concept, section II with translation of the concept into a variety of settings, and section III with attempts at evaluating both the concept and practice. A major result of this program has been the emergence of a philosophy that can apply to the broader development of off-campus experiences for students by providing students with opportunities to combine social and economic internships with their college programs. (Author/PG)

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Service-Learning in The South

Higher Education
and Public Service
1967-1972

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Southern Regional Education Board

HE 004 620

Service-Learning in The South

**Higher Education
and Public Service
1967-1972**

Supported by a grant from the Office of Economic Research,
Economic Development Administration, U.S. Department of Commerce

The Student Intern Project
SOUTHERN REGIONAL EDUCATION BOARD
130 Sixth Street, N.W.
Atlanta, Georgia 30313
1973

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Introduction

Peter Meyer

The Southern Regional Education Board (SREB) has been operating a program of service-learning in resource development for student interns, public service agencies, and institutions of higher education since 1967. For five years a large number of students, agency personnel, educators, and observers have struggled to give birth to and nurture the educational and service components of service-learning internships. The life of the child and its many parents has been neither easy nor simple. The struggle for acceptance and the dynamic growth of service-learning will continue so long as both the concept and those applying the concept remain alive.

At this particular juncture it seems appropriate to reflect upon some of the issues emerging from the growth of service-learning. What is service-learning? What are the service and learning components of internships? What are internships? What is experiential education? What is off-campus education? As the program has developed over the past five years, these and many more questions have arisen out of a continuous dialogue among the various individuals and groups working with the SREB service-learning program as well as with developing service-learning programs in other regions of the country.

Many approaches to this particular publication could have been taken. It could have been, for example, a chronological history of the program, written by one individual. It could have developed into a series of discrete monographs, each dealing with one aspect of theory or program development and each published and distributed separately. However, we believe that the major dynamics of the program are best conveyed in an anthology format, which allows some of the parents of service-learning to describe how they have attempted to help the child develop.

With the exception of Huey Long, whose evaluation of the effect

of the program on agency supervisors appears in Section I, the contributing authors have been intimately involved in service-learning effort in a variety of roles. William O'Connor's opening article gives service-learning a historical perspective. He helped nurture the program through various stages as Special Programs for SREB. Robert Sigmon and Michael Smith, members of the original SREB project staff, write from the perspective as well as from the perspective of current independent, but affiliated, state-wide programs. They are represented by the contributions of Merrill Goodwyn, Jr., Richard Smurthwaite, David Kiel and Walter Gordon.* The fact that so many intern authors are represented in this publication attests to the high quality of intern participation and testifies as well to the most crucial factors of the service-learning program: the intervention of the intern in his own experience as well as the formulation of that experience for those who will follow.

The publication is divided into three sections. Section I deals with the development of the service-learning concept, Section II with the translation of the concept into a variety of settings, and Section III with attempts at evaluating both the concept and the program. An attempt has been made to alter the manner of presentation by each author. It has been necessary to edit some of the content because of their original length. There is obviously some repetition of content but it is included because the repetition, where handled by each author from his own perspective and from the varying ways in which the same material is treated, is of value to the people.

Finally, the various agencies that have funded the service-learning effort during the five years should be mentioned. The diversity of financial assistance demonstrates the variety of support who have had sufficient faith in the effort to make it

Peter Meyer served as Director of the Student Intern Project from January 1971 until August 1972 and is currently a professor in the School of Health and Social Services of Florida International University.

*Walter Gordon, a student at Emory and an intern at SREB, was responsible for the preparation of this volume and thus deserves special credit.

Introduction

Peter Meyer

Education Board (SREB) has been operating a program in resource development for student agencies, and institutions of higher education serves a large number of students, agency observers have struggled to give birth to educational and service components of the program. The life of the child and its many parents is a struggle. The struggle for acceptance and the struggle for learning will continue so long as both the child and the concept remain alive.

It seems appropriate to reflect upon the growth of service-learning.

What are the service and learning components? What are internships? What is off-campus education? As the past five years, these and many more have been a continuous dialogue among the various agencies working with the SREB service-learning programs in other parts of the country.

This particular publication could have been, for example, a chronological history of the program. It could have developed into a series of essays, each dealing with one aspect of theory and practice and each published and distributed separately. I believe that the major dynamics of the program are best presented in an anthology format, which allows the various agencies to describe how they have developed.

Huey Long, whose evaluation of the effect

of the program on agency supervisors appears in Section III, each of the contributing authors has been intimately involved in the service-learning effort in a variety of roles. William O'Connell, whose opening article gives service-learning a historical perspective, has helped nurture the program through various stages as Director of Special Programs for SREB. Robert Sigmon and Michael Hart, both members of the original SREB project staff, write from that perspective as well as from the perspective of current directors of independent, but affiliated, state-wide programs. Interns are represented by the contributions of Merrill Goodwyn, Edward Cole, Richard Smurthwaite, David Kiel and Walter Gordon.* The fact that so many intern authors are represented in this publication indicates the high quality of intern participation and testifies as well to one of the most crucial factors of the service-learning program: the direct intervention of the intern in his own experience as well as in the formulation of that experience for those who will follow him.

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feasible for SREB to continue the program. As has already been mentioned, the Office of Economic Research of the Economic Development Administration has afforded SREB continuous support over the five years. In addition, the following agencies have contributed support at one time or another: the Office of Technical Assistance of the Economic Development Administration, the Department of Labor, the Office of Economic Opportunity, the Appalachian Regional Commission, the Coastal Plains Commission, the Tennessee Valley Authority, the Moody Foundation of Texas, and many state and local governmental agencies.

Through the far-sighted vision of our primary funding source, the Office of Economic Research of the Economic Development Administration (Department of Commerce), service-learning internship programs are now being offered through the Western Interstate Council for Higher Education (WICHE), the New England Board of Higher Education (NEBHE), and Midwest Advisory Council for Higher Education (MACHE). In effect, what began as a modest effort in the state of Tennessee in 1964-65 has national scope now in 1972, for there are only a few states that do not now have or have not had in the past five years some involvement in the service-learning effort. Since the SREB effort was the first one, and since the other regional programs are modeled after SREB's, it seems logical that this publication dealing with service-learning should come from the Board.

Section I

The Development of The Service-Learning Concept

Service-Learning as a Strategy for Innovation in Undergraduate Instruction

William R. O'Connell, Jr.

Off-campus, experiential education is fast becoming a major and acceptable part of undergraduate education across the country. More and various types of institutions are adding activities outside the classroom and off the campus for many students. In the past year there have been several national meetings which have included a focus on some aspect of this development. Current interest in providing non-traditional educational opportunities for students has been stimulated largely by recommendations from national bodies such as the Carnegie Commission on Higher Education and the Newman Task Force. Of course, interest on the part of educators is also stimulated by growing recognition of the possibility that locations away from the institution can provide legitimate learning environments.

Field work, internships, and cooperative education of varying types have long been a part of most professional education, but the current interest is much more encompassing and attention is being turned to developing opportunities for all students, not just those in professional programs, to gain practical experience as a regular part of the undergraduate experience.

Over the past five years, a program has been operated in the Southern region to provide college students opportunities to combine social and economic development internships with their college programs. A major result of this program has been the emergence of a philosophy which can apply to the broader development of off-campus experiences for students. The unique contribution of this program to the development of innovations in undergraduate instruction is the concept of a balance between service and learning through the relationships among the various components of the internship.

The Development of Service-Learning

Work to develop service-learning in Southern higher education began with the SREB, which started in Oak Ridge, Tennessee, and expanded by the Oak Ridge Association.

The internship program was based on the idea that students had been used as interns by the SREB. The local development association during the early years, under the leadership of several Oak Ridge educators, on a volunteer basis. Second, with nine universities for the Atomic Energy Commission, considering the possibility of utilizing the program for nuclear science. The Tennessee State University helped with the first local internship program, expanding that idea. ORAU agreed to provide support from other agencies for additional experience in administering similar programs, utilizing Oak Ridge administrative procedures, thirty-nine interns were placed.

To further expand and develop the program, it was moved to the Southern Regional Education Board. The move in 1967 officially expanded the program to participating SREB states and began to stimulate college student involvement in the program.

The expansion of these internships to other states and their movement to SREB grew out of the recognition that education to programs of social and economic development on a tested sample of the potential for growing public acceptance of the program and its educational experiences.

A speech given to a small group discussion session on Innovations in Undergraduate Instruction, 27th National Conference on Higher Education, Chicago, Ill., March 7, 1972. William O'Connell is the Director of Special Programs at the Southern Regional Education Board.

Service-Learning as a Strategy for Innovation in Undergraduate Instruction

William R. O'Connell, Jr.

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Special Programs at the Southern Regional Education

The Development of Service-Learning in the South

Work to develop service-learning as a strategy for change in
Southern higher education began with a community service program
which started in Oak Ridge, Tennessee, and was further developed
and expanded by the Oak Ridge Associated Universities (ORAU).

The internship program was based on two perspectives. First,
students had been used as interns by the Clinch-Powell River Valley
local development association during the summers of 1964 and 1965,
under the leadership of several Oak Ridge staff members working on
a volunteer basis. Second, with nineteen years of experience in
administering educational programs involving many colleges and
universities for the Atomic Energy Commission, ORAU was
considering the possibility of utilizing this experience in areas other
than nuclear science. The Tennessee Valley Authority, which had
helped with the first local internships, expressed an interest in
expanding that idea. ORAU agreed to develop a program and to seek
support from other agencies for additional internships. Drawing on
experience in administering similar programs for science students and
utilizing Oak Ridge administrative and program development
procedures, thirty-nine interns were placed in 1966.

To further expand and develop these ideas, the program was
moved to the Southern Regional Education Board (SREB). This
move in 1967 officially expanded the program to the fifteen
participating SREB states and began the concentrated effort to
stimulate college student involvement off campus.

The expansion of these internships in resource development and
their movement to SREB grew out of a concern for relating higher
education to programs of social and economic change, and was based
on a tested sample of the potential service of students as well as a
growing public acceptance of the pleas of students for more relevant
educational experiences.

Internship Objectives

Since the formalization of this program, its objectives have remained consistent, though some of the elements have been refined through experience. There are several dimensions to the program which appear to be somewhat distinct, though they are related through these underlying objectives. The continuing objectives of the program are:

1. to give immediate manpower assistance, through the work of students, to agencies concerned with economic and social development;
2. to provide constructive service opportunities for students seeking to participate in the solution of social and economic problems;
3. to encourage young people to consider careers and citizen leadership in programs of development and provide a pool of trained personnel for recruitment in public service;
4. to allow students, agency personnel, and faculty to engage in a shared learning experience from which all can benefit;
5. to provide additional avenues of communication between institutions of higher learning and programs of social and economic development by making the resources of the universities and colleges more accessible to the community and providing a means for relating curriculum, teaching, and research to contemporary societal needs.

The internship design has remained consistent since its inception while continually being reviewed and evaluated. The dynamic relationship between the manpower and educational goals gives vitality to the experiences of all involved. The term *service-learning* has been adopted as best describing this combination of the performance of a useful service for society and the disciplined interpretation of that experience for an increase in knowledge and in understanding one's self. The coupling of action and reflection has implications for both education and vocation and also is seen as more than a useful technique for performing a task or for educational enrichment. It leads to practice in the development of a lifestyle.

The concept of service, which is promoted in this program, implies an obligation to contribute to the welfare of others or to the

community as a means of development and being. It recognizes the need for honest and real experiences as a disciplined means of fulfillment of human needs. These two concepts couple the possibility of a lifestyle of sensitivity, maturity, and creativity. Service-motivated action for many is either as a career or through citizen action, and is seen as deliberate, self-directed learning as an unending process.

Service-learning has proven to have many contributions to public and service agencies and to educational institutions. The contributions of students as extra manpower and the dimension of practical experience are obvious in this internship program. The linking of service to education as provided in the SREB internship pattern is usually found either in student jobs or in traditional field experience programs.

Internship Pattern

The SREB internship structure varies somewhat according to student, the choice of topic, the character of the host organization, and the policies of the participating college or university. It follows a basic pattern which includes common elements to maximize the potential for both effective service and learning.

Each intern is assigned to an organization related to social or economic development and is expected to utilize the student's ability and contribute to the organization.

Each internship begins with the definition of the host organization, with assistance from program representatives. The work to be done in the field is determined by the host organization, be of sufficient social motivation and growth of the student, and be within the limitations of time and the student's experience.

Universities and colleges usually participate in their own geographical areas. They provide the purposes, scope, and methods to be used in the project as well as determining education and training. They recruit through participating colleges and share in planning the specific project work.

Internship Objectives

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possibility of a lifestyle of sensitivity, maturity, commitment, and
creativity. Service-motivated action for meeting society's needs,
either as a career or through citizen action, is encouraged and
deliberate, self-directed learning as an unending process is promoted.

Service-learning has proven to have much to commend it to
public and service agencies and to educational institutions. The
contributions of students as extra manpower and the learning
dimension of practical experience are obvious and are not unique to
this internship program. The linking of service and learning, however,
as provided in the SREB internship pattern provides experiences not
usually found either in student jobs or in the traditional academic
field experience programs.

Internship Pattern

The SREB internship structure varies somewhat with the type of
student, the choice of topic, the character of the host agency, and
the policies of the participating college or university. However, all
follow a basic pattern which includes common ingredients that seem
to maximize the potential for both effective service and effective
learning.

Each intern is assigned to an organization carrying out programs
related to social or economic development which can effectively
utilize the student's ability and contribute to his learning.

Each internship begins with the definition of a project by the
host organization, with assistance from program staff and university
representatives. The work to be done in the project must be needed
by the host organization, be of sufficient scope and level to assure
motivation and growth of the student, and be feasible in terms of the
limitations of time and the student's experience.

Universities and colleges usually participate in internship projects
in their own geographical areas. They provide assistance in defining
purposes, scope, and methods to be used in completing the chosen
project as well as determining educational values. Interns are
recruited through participating colleges and begin immediately to
share in planning the specific project work and schedule. Faculty

counselors for each internship come from the participating institutions.

Each intern has a project committee including a host agency official, a faculty counselor, and often a technical representative. The agency official gives the intern guidance, assists him in gaining access to community resources, relates the project to the overall program of the organization, and aids the intern in obtaining any needed services. The university counselor is available to advise on procedures and methods and assists the intern to set and meet standards in carrying out the project and preparing a report. The counselor also assists the intern to review and interpret his experience for educational and personal development. The technical representative is someone who assists with projects in specialized areas. He assists the intern in identifying technical resources and in properly dealing with technical matters in his report.

Interns are charged with performing a specified task and are given the time, financial support, organizational status, and personnel resources to accomplish the project objectives. They are primarily responsible for determining their own schedules and setting directions. They can call on committee members to assist rather than supervise them. This independence and self-direction is an important feature of the program in stimulating student response, growth, and achievement.

Seminars held for all students are designed to stress the interrelationships among various activities and problems in development. These gatherings allow interns to share experiences and gain a broader perspective on public issues in social change.

A final report is required of each intern, causing him to organize and articulate his accomplishments, observations, and recommendations. It is a report to the host agency and therefore must be useful as well as meet academic standards. Project reports are normally reproduced in quantity for use by the host organization.

Interns have completed projects in such diverse areas as industrial development, tourism, recreation, conservation, reclamation, forest management, watershed development, manpower development, health, education, training, social services, and municipal management.

Program Expansion

From its informal beginnings with four interns in 1964 through

the summer of 1968, the administered internships for 35 grown and agency response point that many were willing support interns.

SREB decided in 1969 that the Southern region should be the enlarge the administrative capacity important, to extend and concepts. Since 1969, SREB encouraging and assisting the establishment results have been dramatic in institutions, and agencies involved wide programs and several cities planning. Affiliated state-level for more students to participate internships with agencies and his association. This closer relationship from colleges, often including institutional expense.

Financial

Financial support for these non-educational agencies. Until costs were paid by grants of SREB. These funds provided participants as well as the cost intern receives a stipend for his paid by the program, though part of their regular institutional travel—if required by the project reproduction.

Support has been provided the Economic Development Economic Opportunity, Coal Appalachian Regional Commission the Department of Labor. The however, has been the sustained to attract funds from educational

for each internship come from the participating intern has a project committee including a host agency faculty counselor, and often a technical representative. The counselor gives the intern guidance, assists him in gaining access to resources, relates the project to the overall program of the institution, and aids the intern in obtaining any needed university counselor is available to advise on procedures and assists the intern to set and meet standards in the project and preparing a report. The counselor also helps the intern to review and interpret his experience for educational and personal development. The technical representative is available to assist with projects in specialized areas. He assists the intern in identifying technical resources and in properly dealing with technical matters in his report. The intern is charged with performing a specified task and are given financial support, organizational status, and personnel to accomplish the project objectives. They are primarily responsible for determining their own schedules and setting their own priorities. They can call on committee members to assist rather than on their own. This independence and self-direction is an important feature of the program in stimulating student response, growth, and

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Program Expansion

Informal beginnings with four interns in 1964 through

the summer of 1968, the intern project had developed and administered internships for 356 students. Interest from students had grown and agency response was extremely favorable even to the point that many were willing to use their own operating funds to support interns.

SREB decided in 1969 that program decentralization across the Southern region should be the next emphasis. This move served to enlarge the administrative capacity of the program and, what is more important, to extend and further develop the service-learning concepts. Since 1969, SREB's effort has been devoted to encouraging and assisting the establishment of state-level programs. The results have been dramatic in terms of the number of students, institutions, and agencies involved. Five states have operated state-wide programs and several others are in various stages of program planning. Affiliated state-level programs have provided opportunities for more students to participate and for the development of internships with agencies and higher educational institutions in closer association. This closer relationship has brought more commitment from colleges, often including the assignment of staff and faculty at institutional expense.

Financial Support

Financial support for these internships has come largely from non-educational agencies. Until decentralization efforts began, all costs were paid by grants or contracts from federal agencies to SREB. These funds provided for the payment of all but agency participants as well as the general operating costs. Each student intern receives a stipend for his work and faculty counselors were paid by the program, though currently many faculty participate as part of their regular institutional load. Other costs include student travel—if required by the project and to attend the seminar—and report reproduction.

Support has been provided through the years at varying levels by the Economic Development Administration (EDA), Office of Economic Opportunity, Coastal Plains Regional Commission, Appalachian Regional Commission, Tennessee Valley Authority, and the Department of Labor. The Office of Economic Research of EDA, however, has been the sustaining agency; even in the face of inability to attract funds from educational agencies or foundations, this

agency has provided financial and philosophical support for the refinement of the service-learning concept and is responsible for the program's survival. Parenthetically, it should be noted that officials of this EDA office initiated efforts in 1969 to establish similar regional programs across the country in agencies comparable to SREB. These programs began by using the procedures and principles established in the SREB program, though each has now developed its own distinct characteristics.

Beginning with the 1969 efforts to decentralize program operations, principles of cost-sharing were also developed. Many agencies accepting students agreed to pay portions of the interns' stipends, sometimes the travel costs, and often the full cost of report reproduction. Some colleges have provided faculty counselors at no cost or on released time with expenses for travel paid by the program. Funds available under federal grants were supplemented through cost-sharing and program decentralization to the extent that there were 500 interns in 1969 as compared with 150 in the summer of 1968 with roughly the same amount of financial support from federal agencies.

Since that time, while operating with even fewer funds available through grants to SREB, the number of students involved has continued to expand with the addition of new sources of funds in each of the affiliated programs and through new arrangements for sharing the costs involved.

Successes and Challenges

The success of these service-learning internships has been judged largely on the basis of enthusiastic response to the idea and testimony of successful experiences. The demand from students for opportunities to participate has outstripped the ability of any program administrator to supply positions. Agencies that once host interns under this plan are anxious to have more, even when required to invest additional program funds. Some colleges have officially established service-learning internships as part of their academic offerings. One such college is Mars Hill in North Carolina, which has completely revised its curriculum and reflects earlier extensive participation in this program. Examples of such dramatic response are scarce however.

Several pilot studies have provided evidence that basic beliefs about the program are sound. A sample survey of agencies which had participated in the program showed that participants felt the interns

had made definite contributions to positive service to the communities. In learning dimensions, interns have indicated standing community problems, public needs, and affect solutions to these problems and new experiences students say they learned a great deal different from themselves and ways they deal with these fellow members of society. Counselors both indicate that generally in identifying specific, practical problem areas and determining ways to deal with them.

As a strategy for affecting change in the curriculum, service-learning in the South academic community with sufficient evidence to deserve special consideration. Like most particularly those in the area of experience, the learning dimensions is the most common work has been done through the North and may provide a design for further study.

A very important aspect of this multi-faceted opportunity for new institutional-community student as the focus, the faculty member in a relationship that seems unique educational approach. Working together helps them to develop new insights into what each can make to the other's work. Faculty contributions to the curriculum while a source of technical assistance. More systematic aspect of the program is also needed.

The full potential of service-learning in most colleges and universities which have inevitable that off-campus, experiential continue to grow. Whether an institutional service-learning approach or some other, tested in this action program offer additional traditional programs of field work, practice. The service-learning model offers another program that seems specifically suited for a non-experimental college or university program to include opportunities for non-traditional settings.

financial and philosophical support for the service-learning concept and is responsible for the program. Parenthetically, it should be noted that officials initiated efforts in 1969 to establish similar programs across the country in agencies comparable to those that began by using the procedures and principles of the REB program, though each has now developed its own characteristics.

The 1969 efforts to decentralize program operation and cost-sharing were also developed. Many agencies agreed to pay portions of the interns' stipends, overhead costs, and often the full cost of report reproduction. Some have provided faculty counselors at no cost or on a cost-sharing basis for travel paid by the program. Funds from federal grants were supplemented through cost-sharing with other agencies to the extent that there were 500 interns in 1969 compared with 150 in the summer of 1968 with no direct financial support from federal agencies. While operating with even fewer funds available from the REB, the number of students involved has increased with the addition of new sources of funds in other programs and through new arrangements for cost sharing.

Successes and Challenges

Service-learning internships have been judged successful because of enthusiastic response to the idea and the rich learning experiences. The demand from students for internships has outstripped the ability of any one agency to supply positions. Agencies that once host only a few interns are anxious to have more, even when required to contribute to program funds. Some colleges have officially incorporated service-learning internships as part of their academic curriculum. Mars Hill College in North Carolina, which has incorporated service-learning into its curriculum and reflects earlier extensive use of the program. Examples of such dramatic response

have provided evidence that basic beliefs are sound. A sample survey of agencies which had participated in the program showed that participants felt the interns

had made definite contributions to the agencies and provided positive service to the communities. In efforts to evaluate the learning dimensions, interns have indicated an increase in understanding community problems, public needs, and the realities that affect solutions to these problems and needs. Through cross-cultural experiences students say they learned a great deal about people very different from themselves and ways they might or might not work with these fellow members of society. Students and faculty counselors both indicate that generally interns gain new skills in identifying specific, practical problems and independently determining ways to deal with them.

As a strategy for affecting change in the undergraduate curriculum, service-learning in the South has still to provide the academic community with sufficient evidence that these concepts deserve special consideration. Like most suggested innovations, and particularly those in the area of experiential education, evaluating the learning dimensions is the most complex task. Some preliminary work has been done through the North Carolina Internship Office and may provide a design for further study of these concepts.

A very important aspect of this multi-dimensional program is the opportunity for new institutional-community relationships. With the student as the focus, the faculty member and agency personnel serve in a relationship that seems unique in this community-based educational approach. Working together as partners with the student helps them to develop new insights into the contributions that each can make to the other's work. Faculty often realize potential contributions to the curriculum while agencies may identify a new source of technical assistance. More systematic investigation of this aspect of the program is also needed.

The full potential of service-learning seems yet to be realized by most colleges and universities which have been involved. It seems inevitable that off-campus, experiential educational activities will continue to grow. Whether an institution chooses to adopt this service-learning approach or some other, the concepts developed and tested in this action program offer additional alternatives to the traditional programs of field work, practicum, coop, or work-study. The service-learning model offers another type of off-campus program that seems specifically suited for consideration by the public, non-experimental college or university interested in expanding its program to include opportunities for undergraduates to learn in non-traditional settings.

Diakonia Paideia and the Resource Development Internship Programs

Donald J. Eberly

It is useless to try to report the Resource Development Internship Programs (RDIP) of the Southern Regional Education Board (SREB) in one dimension, albeit that is the traditional approach taken to problem-solving. If we want a job done, we hire someone to do it. If we want someone to learn, we teach him and thereby, the assumption goes, he learns. If we want to promote university-community relations, we establish a Committee for the Promotion of Relations between the University and the Community. But that kind of uni-dimensional approach just won't work with the internship program. However, it is reassuring to note that if we took a series of snapshots of the program along different axes, we would see everyday occurrences. Looking along one dimension, we would see a person doing a job; along another, a person learning in the field of law or economics; along another, a person experiencing life in a poverty area for the first time; along still another dimension, a person deciding upon a career. And so on. The list is a long one.

The beauty and strength of the RDIP is that all these things can happen to the same person at the same time, for the internship concept rejects the notion that learning can occur only at school as firmly as it does the notion that a job is a job and has no business being examined against the writings of Plato, or Spinoza, or Frost, or Keynes, or King.

Yet there seems to be no word or phrase that captures the essence of this kind of service-learning program. On such occasions, it has been helpful to borrow from ancient Greek, as Norbert Wiener did in coming up with the word *cybernetics*, to try to symbolize the project. In this paper we use *diakonia* and *paideia*, two Greek phrases that carry with them the concepts of teaching and learning through activity, and of a style of life geared to contributing to the welfare of others.

This evaluation was included in the 1968 project report of the Resource Development Internship Program published in the spring of 1969. (At that time Don Eberly was serving as Executive Secretary to the National Service Secretariat.) In 1972 the name of the project was changed to Student Intern Project.

In our special shorthand, then, *diakonia paideia* concept as implemented in the RDIP. It is based on the writer's experience with interns, counselors, government officials, and attendance at RDIP conferences in 1967 and 1968. Confidential reports of program participants and exposure to the *diakonia paideia* concept.

Unfortunately, the medium in which this report is written does not permit a simultaneous examination of the program and the program, so it will look like a list of components: manpower for service, community-university relationships. Then the components meet, namely, program budgeting, and the future. The report assumes that the program that can be obtained by reports of the RDIP.

Manpower for

A fundamental change that is occurring in the way of work was emphasized by the interns in their evaluation reports. According to their reports, the interns in 1967 and 1968 sought a change in order to get a job. The other 97% of the interns (1) relate academic theory to the developmental activities; (3) acquire skills; (4) help with people; or (5) help with career change.

Traditionally, a job is something that one does to make ends meet. One doesn't go to his job for a minute overtime without remuneration. One feels a sense of relief on the first morning is blue. Economists can control the flow of industries and services simply by r

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The beauty and strength of the RDIP is that all these things can be done by the same person at the same time, for the internship program rejects the notion that learning can occur only at school as it does the notion that a job is a job and has no business being examined against the writings of Plato, or Spinoza, or Frost, or King.

There seems to be no word or phrase that captures the essence of this kind of service-learning program. On such occasions, it has been helpful to borrow from ancient Greek, as Norbert Wiener did in his book, *cybernetics*, to try to symbolize the program. In this paper we use *diakonia* and *paideia*, two Greek phrases which carry with them the concepts of teaching and learning through service, and of a style of life geared to contributing to the welfare of

In our special shorthand, then, this paper is a report on the *diakonia paideia* concept as implemented and administered by the RDIP. It is based on the writer's interviews with several of the interns, counselors, government officials, and administrators, his attendance at RDIP conferences in 1967 and 1968, his perusal of confidential reports of program participants, and his deliberate exposure to the *diakonia paideia* concept for the past two decades.

Unfortunately, the medium in which this report is rendered does not permit a simultaneous examination of all aspects of the concept and the program, so it will look separately at three major components: manpower for service, the learning aspect, and community-university relationships. Then it will explore areas where all components meet, namely, program balances and imbalances, funding, and the future. The report assumes the kind of familiarity with the program that can be obtained by reading the 1966 and 1967 reports of the RDIP.

Manpower for Service

A fundamental change that is occurring in the American concept of work was emphasized by the interns in their application forms and evaluation reports. According to their statements, only 3 percent of the interns in 1967 and 1968 sought internship appointments in order to get a job. The other 97 percent applied in order to: (1) relate academic theory to the real world; (2) contribute to developmental activities; (3) acquire research experience; (4) work with people; or (5) help with career choice.

Traditionally, a job is something obtained to enable a person to make ends meet. One doesn't go to his job a minute early or remain a minute overtime without remuneration. It is something to be scorned. One feels a sense of relief on Friday afternoon, and Monday morning is blue. Economists can control the flow of manpower into industries and services simply by regulating salaries and wages,

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because employees automatically seek the highest level of emoluments.

John Kenneth Galbraith punctured this picture of a job when he noted, in *The Affluent Society*, that some middle-class college graduates would prefer low-pressure jobs in pleasant surroundings to better-paying jobs that involve high tension and long commuting time. It has been further punctured by some 25,000 Peace Corps volunteers—most of them college graduates—who have sometimes chosen a primitive existence in a strange land at subsistent wages over more “attractive” offers at home. And today it is being further deflated by thousands of ministers who turn down suburban churches for ghetto parishes, lawyers who choose legal aid help for the poor over prestige law firms, and business graduates who are more interested in a firm’s social involvement than its corporate profits.

Most interns appear to have similar attitudes. They want a job with meaning, where they can learn and serve and work with people.

The internship concept gives to government officials, private employers, and educators an opportunity to transform the classical notion of a job into one that has the characteristics described above. Today’s youth is searching for meaning and relevance and many have found that jobs can be structured to include these attributes by assigning much of the drudgery to automation.

Many business and labor officials are actively concerned with restructuring jobs so that the worker performs more effectively and gains satisfaction from learning and serving. But there is little evidence to suggest that the spirit which motivates such officials is at all pervasive, or that it stems from little more than a reaction to demands and events. It should be clear from recent upheavals on campuses and in major cities that more than reacting is required. Imagination and initiative is needed in the realm of transforming jobs into experiences with greater meaning, relevance, and satisfaction for the worker. The internship program offers an ideal setting for such a transformation.

Interns are young. They possess the energy, imagination, ideals, and mobility of youth. Further, they serve only a short time (twelve weeks in the case of RDIP), which permits a wide array of experiments with little risk of loss from those which fail. Also, internships occur at the interface of the generation gap, and at a point where the academic world and the world of work meet.

At the same time, the internship provides a real work environment. Real work is done, real services performed. The research done by a two-man intern team was a grant to the agency where the intern worked. The research contributed to passage of a law that placed controls on loan sharks. We know that the intern’s career development in the field is a result. The results can be seen in the intern’s salary received from their summer employer. The programs such as the shift of a law student from law to poverty law.

With a firm foundation in many fields, the accomplishment of useful services, the dissemination of RDIP’s implementation of it gives a new meaning to government, labor, and education and transforms the classical notion of a job into one that has the characteristics described above. It also offers a constructive alternative to the classical notion of a job into one that has the characteristics described above. It also offers a constructive alternative place across the nation by providing openings for all youth who seek them.

With the changing attitude toward work, the ability about jobs. It has recently been estimated that half of today’s jobs for college graduates will be in the future on the basis of extrapolation. The future suggests that more important criteria for the selection of international events, neither of which can be very specific in attempting to predict the future, be performed in 1980.

Hence it is a disservice to students to limit the training element of any educational program to an assembly-line operation. Rather, the training process should provide freedom within the training process, and explore related areas of interest and initiative. RDIP interns seem to possess a greater degree than do their colleagues in other fields (traditional, vocationally oriented in education, public administration) were the RDIP Review Conference as overexposed to other fields and giving them the opportunity to free himself from feeling like a student. The little mutual exploration between the

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At the same time, the internship program is far from ethereal. Real work is done, real services performed. It was reported that research done by a two-man intern team was the basis of a \$500,000 grant to the agency where the interns were engaged. Another's research contributed to passage of a new law in Tennessee which put controls on loan sharks. We know that interns undergo real training and career development in the fields in which they serve. These results can be seen in the intern's evaluation reports, in job offers received from their summer employers; and in changes in educational programs such as the shift of a law student's career from corporation law to poverty law.

With a firm foundation in manpower development and accomplishment of useful services, the *diakonia paideia* concept and the RDIP's implementation of it gives today's leaders in business, government, labor, and education a model for the transformation of the classical notion of a job into one that has meaning and relevance. It also offers a constructive alternative to the confrontations taking place across the nation by providing the prospect of internship openings for all youth who seek them and are willing to participate.

With the changing attitude toward jobs goes greater unpredictability about jobs. It has recently been reported that ten years ago half of today's jobs for college graduates did not exist. We can guess the future on the basis of extrapolation of current trends, but history suggests that more important criteria are scientific discoveries and international events, neither of which yield to extrapolation. We cannot be very specific in attempting to define jobs that will have to be performed in 1980.

Hence it is a disservice to students and to society to regard the training element of any educational program as a uni-dimensional assembly-line operation. Rather, there must be several degrees of freedom within the training process to enable the student to probe and explore related areas of interest, and to do so on his own initiative. RDIP interns seem to possess this freedom to a greater degree than do their colleagues in other, older intern programs. The traditional, vocationally oriented intern programs (e.g., medicine, education, public administration) were seen by conferees at a recent RDIP Review Conference as overprogrammed, offering too little exposure to other fields and giving the intern little chance to free himself from feeling like a student. There seems to have been very little mutual exploration between the RDIP organizers and those

who administer traditional internship programs. It would appear that both groups could benefit from discussions and, perhaps, cooperative programs.

Similar exploratory discussions should occur with leaders of student-sponsored community service projects, which can be found on most campuses. Typically, these are part-time programs, with no academic credit given, with little academic consideration of what is observed while serving, and with little feedback to the classroom. Here again all parties could benefit from a mutual exploration of interests and activities.

One vital, unanswered question in the manpower field is, how many jobs exist? This question should have high research priority because of its implications for the eventual magnitude of internship programs. One or more small areas should be selected and approaches made to all organizations where interns might be placed to determine how many could be used and in what capacity. Both summer and academic-year interns should be considered. It is strongly suggested that this survey be linked with a promise of interns for agencies which want them and are qualified to receive them. Just another survey would mean that some administrators would pull numbers out of a hat or throw the surveyor out of the office in order to get rid of a useless intrusion. To be done properly, there must be community backing, wide publicity, full explanation, a comprehensive survey, and, of course, interns and funding.

The Learning Dimension

It is well established that what is learned in an educational setting may bear small resemblance to what is taught. An intern spends very little time in a classroom but most of the summer, whether he is on the job, at a counseling session, or in an intern seminar, is spent in a learning environment. The same is true of the other full-time participants, members of the SREB staff, and to a lesser extent, of the part-time participants, the counselors, supervisors, and consultants. What, then, is learned?

Written reports and comments by all conference participants emphasize these kinds of learning:

1. The participant learns interpersonal skills which contribute to being an effective person and discovers his strengths and

weaknesses in sensitive situations.

2. He learns the consequences of actions he has conceived in a theoretical or vicarious way.

3. He learns how to identify a problem and the resources to bear on its solution.

4. He learns what moves people and what motivates them.

5. He learns something about the social structure involved in resource development.

6. He learns strategies that can be used in new situations for himself and others.

7. He learns some of the characteristics of the competitive process and the strength of the market.

8. He learns that the actual academic process is inevitably more complex and difficult than dreaming.

9. He learns how creative freedom can be combined in enabling a person to become a constructive force.

10. He learns of deficiencies in his own work and feeds back this information to his supervisor.

11. He learns vital techniques in his own research, and writing reports.

12. More prosaically, he gains knowledge in disciplines related to his assignment, beyond the textbooks or lectures.

Obviously, there is overlap among the items described above. Perhaps they could be reduced to thirty statements. Perhaps thirty statements would be sufficiently.

The critical question is, what perspective do agency representatives and counselors bring to different internship programs, yet they all ultimately point to the RDIP program as the "payoff."

What strikes the observer as the most clearly in the dramatic presentation of the RDIP Review Conference. The long list of supervisors who were pushing him to get the federal grant, a counselor from the university who was pushing him to get the grant, a counselor from the university who was pushing him to get the grant, a counselor from the university who was pushing him to get the grant.

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exploratory discussions should occur with leaders of core community service projects, which can be found in various campus. Typically, these are part-time programs, with no credit given, with little academic consideration of what is being served, and with little feedback to the classroom. All parties could benefit from a mutual exploration of activities.

One unanswered question in the manpower field is, how to select? This question should have high research priority because of the implications for the eventual magnitude of internship programs. One or more small areas should be selected and approaches to organizations where interns might be placed to determine which could be used and in what capacity. Both summer and year-round interns should be considered. It is strongly suggested that they be linked with a promise of interns for agencies that hire them and are qualified to receive them. Just another way to mean that some administrators would pull numbers out from under the surveyor out of the office in order to get rid of the problem. To be done properly, there must be community support, publicity, full explanation, a comprehensive survey, and, of course, interns and funding.

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Reports and comments by all conference participants describe these kinds of learning:

Each participant learns interpersonal skills which contribute to becoming an effective person and discovers his strengths and

weaknesses in sensitive situations.

2. He learns the consequences of putting to the test his ideas conceived in a theoretical or vicarious setting.

3. He learns how to identify a problem and bring appropriate resources to bear on its solution.

4. He learns what moves people and what prevents movement.

5. He learns something about the totality of facts and forces involved in resource development.

6. He learns strategies that can maximize service-learning opportunities for himself and others.

7. He learns some of the characteristics of the cooperative and competitive process and the strengths and weaknesses of the two.

8. He learns that the actual accomplishment of something is inevitably more complex and difficult than is studying, planning, and dreaming.

9. He learns how creative freedom and imaginative guidance can be combined in enabling a person to accomplish things and become a constructive force.

10. He learns of deficiencies in his regular academic work and feeds back this information to his academic colleagues.

11. He learns vital techniques in interviewing people, conducting research, and writing reports.

12. More prosaically, he gains knowledge of the one or several disciplines related to his assignment—knowledge that was not in the textbooks or lectures.

Obviously, there is overlap among the twelve types of learning described above. Perhaps they could be fully covered in three statements. Perhaps thirty statements are needed to differentiate sufficiently.

The critical question is, what produces these learnings? Some agency representatives and counselors participate in as many as seven different internship programs, yet they consistently and independently point to the RDIP program as having much the biggest "payoff."

What strikes the observer as the prime ingredient came through most clearly in the dramatic presentation of a case study at the 1968 RDIP Review Conference. The lonely intern, surrounded by a supervisor who was pushing him to complete an application for a federal grant, a counselor from the university who was trying to pull

him into producing research data of interest to the counselor, and an attractive technical representative who was trying to lure him into an extended visit to her agency, turned to the RDIP official and asked, "Who am I responsible to?"

"You are responsible to yourself," came the reply.

In short, an intern is seen by the RDIP staff as an adult and is treated in that manner. He is expected to give evidence of having learned without resorting to a multiple-choice exercise or the rephrasing of his counselor's pet theories. He is expected to seek outside aid while seeing that it remains secondary to his main project.

Second, the RDIP insists on maintaining an even balance between service and learning. This attitude frustrates the impatient official and professor who think in only one dimension at a time. "What is the real purpose," they demand, "to learn or to serve?" When the answer "both" comes back, the inquirer is dumbfounded and may want no more to do with the idea. Receptivity to the concept is more likely to be found among those who have themselves experienced service-learning and by those who commonly practice multi-dimensional thinking.

Third, it is well managed. Interns show up at the appointed time, stipends arrive on schedule, interns' reports are published as promised. This aspect does not require a detailed analysis, but must be included in a list of attributes because too many good concepts have foundered in the sludge of technical incompetence and mismanagement.

Fourth, the seminars and reports appear to be valuable learning instruments. Several interns came to the seminars with problems they thought were unique but discovered they were common to most of the other interns, and everyone benefited from the ensuing discussion. Both seminars and reports produce some tension in interns because they must assume responsibility for something that will be publicly assessed. On the whole, the tension does not seem inordinate; after the internships, some students look upon their responsibilities in the seminar or report-writing as the most valuable part of the internship.

Fifth, off-campus experience appears to be a crucial ingredient of the internship program. On campus, even in a work situation, the usual protective forces and pecking orders are at play. Off campus, the intern encounters the real world with its loneliness, its demands,

its unreasonableness, its rewards.

Academic credit for internships is on the basis of the twelve kinds of learning listed, not essential to the learning process, although in some cases and perhaps harmful in others. Although 150 interns received credit, although few of their program. Although the promises stimulate some interns to learn more, it gives full reign to their ideas in deference to what will produce the best grades.

Of course, academic credit, like a diploma, has value. It is simply an arbitrary measuring stick to many people and institutions. Learning for credit was invented and will continue to exist and must be considered. The way credit might provide a clue to its purpose in an internship program. The student who views a series of undesirable hurdles to be gotten through from receiving credit. On the other hand, the student who views academic credit as accurately reflecting his experiences appropriate to a person of his interests will benefit from receiving credit consistent with his outlook.

Moreover, academic credit for internships gives the program's foot in the door of the academy. The program can be listed in the college catalog and can decide that counseling five interns is as good as a class of, say, twenty students. Thus, academic credit would give the program institutional backing in the eyes of government officials and of the public. Of institutional support as a major index. What has to be guarded against is the slackening of standards.

Unless more detailed studies reveal that internships lead systematically to a strengthening of learning, it would probably be wise to treat each case on its merits. At the same time, there should remain responsive to requests for academic credit.

Two factors that one might assume

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Academic credit for internships is certainly justifiable on the
basis of the twelve kinds of learning listed above. However, credit is
not essential to the learning process, although it may be helpful in
some cases and perhaps harmful in others. In 1968 about 40 of the
150 interns received credit, although few expected it at the beginning
of their program. Although the promise of academic credit might
stimulate some interns to learn more, it might constrain others from
giving full reign to their ideas in deference to doing what they think
will produce the best grades.

Of course, academic credit, like a dollar bill, has no intrinsic
value. It is simply an arbitrary measuring device which is convenient
to many people and institutions. Learning went on before academic
credit was invented and will continue after it is discarded. But it
exists and must be considered. The way a student regards academic
credit might provide a clue to its proper relationship to the
internship program. The student who views credit requirements as a
series of undesirable hurdles to be gotten rid of would benefit little
from receiving credit. On the other hand, the student who regards
academic credit as accurately reflecting the importance of a series of
experiences appropriate to a person of his age and background and
interests will benefit from receiving credit because it will be
consistent with his outlook.

Moreover, academic credit for internships is a means of getting a
program's foot in the door of the academic establishment. The
program can be listed in the college catalogue and the administration
can decide that counseling five interns is the equivalent of teaching a
class of, say, twenty students. Thus, academic credit for internships
would give the program institutional backing as well as higher esteem
in the eyes of government officials and others who look for evidence
of institutional support as a major index of the merits of a program.
What has to be guarded against in this kind of situation is a
slackening of standards.

Unless more detailed studies reveal that academic credit for
internships leads systematically to a strengthening or weakening of
learning, it would probably be wise to continue the practice of
treating each case on its merits. At the same time, RDIP officials
should remain responsive to requests for help in handling the issue of
academic credit.

Two factors that one might assume to be crucial are not. One,

the nature or content of the intern's assignment, is not necessarily important. For example, a chemistry student conducted a survey of county purchasing procedures and in so doing produced a useful document for the agency. He came away feeling that he had learned a great deal. Two, it's not necessarily important whether the agency where the intern works is efficient or inefficient, whether his supervisor is strong or weak. Each kind of situation provides a setting for a learning experience, given the interest of the intern and the support and guidance of the counselor.

What is important in regard to the preceding paragraph—and this gets us back to the heart of the concept—is that the total operation not be thought of as the addition of its parts in which a “good” agency is rated +2, a bad supervisor as -3, but instead as a process that includes a multitude of interrelationships. This holistic perspective is held by members of the SREB staff and many others involved in the internship program. Applicants for an intern program need not have it, but many acquire it in the course of their internship, as is evident from their reports.

“The university and public service” has been the subject of a much publicized, on-and-off debate. It is disappointing that the debates have emphasized the role of the university in providing institutional support for presumably beneficial programs, to the virtual exclusion of the importance of community service by staff, faculty, and students in the performance of its teaching function.

Whether, how much, and how the university as an institution should serve the community may be debatable issues. Whether the university should be a seat of learning is not. The embarrassing question for educators is, how do you expect to prepare your students to become competent in their fields, and more important, to become effective and constructive citizens unless you arrange for them to experience meaningful involvement in the real world and to reflect upon this involvement in the company of your learned faculty?

William James tells us that reading and listening can enable us to know *about* something but that we do not *know* it until we have experienced it. For example, it has been reported that a full-year internship for Ethiopian university students teaching in village schools added nothing to the students' awareness of rural poverty and its associated problems. But what did happen to the average American intern in similar situations was that he moved from the

level of awareness to the level of rural poverty. In the United States tomorrow can be identified through experience without commitment.

For university leaders who consider this a higher form of learning than mere classroom instruction, the time has come to introduce it as an integral part of the learning process.

The University and the Community

As with the awarding of degrees, the university-community relationship can be rationalized from the outside. Clearly, we must move beyond the traditional isolationism common to academic institutions. At one university, businessmen and visiting lecturers and discussants are more common is the practice of having students sometimes with pay and sometimes without. The RDIP is another bridge between the university and another means by which mutual partnership can be achieved.

At the RDIP Review Conference, the discussion on university-community relationships for expanding the RDIP type programs were unanimous in urging program expansion. They cautioned that, as presently conceived, it reached in terms of administrative support.

It was generally agreed that such a program, but where responsibility should be agreed. The case for university involvement is those who saw the internships as a means of learning who believed that the learning did not take place under auspices outside the university. All students be involved in program expansion, of course, would be the responsibility of the university. For example, one would be administered by the School of Public Administration or the School of Education.

Persons who argued for state involvement in the program

or content of the intern's assignment, is not necessarily. For example, a chemistry student conducted a survey of purchasing procedures and in so doing produced a useful report for the agency. He came away feeling that he had learned a great deal. Two, it's not necessarily important whether the agency in which the intern works is efficient or inefficient, whether his supervisor is strong or weak. Each kind of situation provides a setting for learning experience, given the interest of the intern and the guidance of the counselor.

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"University and public service" has been the subject of a long, polarized, on-and-off debate. It is disappointing that the debate has emphasized the role of the university in providing financial support for presumably beneficial programs, to the neglect of the importance of community service by staff, faculty, and students in the performance of its teaching function.

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level of awareness to the level of commitment to do something about rural poverty. In the United States, the problems of today and tomorrow can be identified through awareness, but they cannot be solved without commitment.

For university leaders who consider knowing something to be a higher form of learning than merely knowing about something, the time has come to introduce internships of the RDIP type as an integral part of the learning process.

The University and the Community

As with the awarding of academic credit, the fostering of university-community relationships is almost impossible to institutionalize from the outside. Clearly, the thrust of RDIP interest is to move beyond the traditional town-gown kind of relationship common to academic institutions into patterns of real participation. At one university, businessmen and others in the community serve as visiting lecturers and discussants and are listed in the catalogue. Much more common is the practice of professors' engaging themselves, sometimes with pay and sometimes without, in community affairs. The RDIP is another bridge between community and university, another means by which mutual participation can flourish.

At the RDIP Review Conference in the fall of 1968, most of the discussion on university-community relationships centered on strategies for expanding the RDIP type of internship program. Conferees were unanimous in urging program expansion, but RDIP officials cautioned that, as presently constituted, its ceiling has almost been reached in terms of administrative capability.

It was generally agreed that some kind of decentralization was in order, but where responsibility should rest was a point of major disagreement. The case for university administration was espoused by those who saw the internships as primarily a learning experience and who believed that the learning dimension would wither away under auspices outside the university. Also, it was suggested that university students be involved in program policy and administration. One problem, of course, would be the location of the program in the university. For example, one would envision the type of program administered by the School of Public Health, and quite another type by the School of Education.

Persons who argued for state sponsorship seemed to feel that a

state agency would maintain a better balance of interests between doing a job (many of the agencies where interns serve are state-related) and learning. (Most interns serve in their respective states so the states have a vested interest in them as human resources.)

What is so clear is that the SREB program has the confidence of all parties in the intern program and any new agency, wherever it is based, will be suspect by one or more parties, perhaps to the extent that it would never be able to get off the ground. Further, any attempt to create an entirely new set of agencies would give rise to in-fighting that could well defeat the program.

Given the magnitude of good will and breadth of support for the program, SREB-RDIP will be delinquent in its responsibility to the South, and to the nation, if it fails to continue to play a central role in building the internship program. This can be done in ways that do not necessarily mean a greatly expanded administrative role for the RDIP. For example, the RDIP could establish guidelines for internships, act as a conduit of funds for programs, and evaluate programs. This kind of arrangement would permit a variety of sponsors—a university here, a state agency there—to evolve on the basis of merit and in the image of the SREB-RDIP.

Another possibility would be for the RDIP to create or to contract to a separate agency the bulk of administrative chores which it presently carries. In this way, the RDIP could maintain its present small staff, who could concern themselves with keeping on the right track a greatly expanded internship program.

Balances and Imbalances

To return to the multi-dimensional view of the internship program, it is obvious that a number of balancing acts must be carried on simultaneously. Among these are:

1. A balance between elements of rigidity, e.g., the writing of reports on schedule, and elements of flexibility, e.g., scope for intern initiative
2. A balance between the intern's particular assignment and exposure to new fields and situations
3. A balance between making suitable arrangements for learning to occur, but not making things so easy that little or no learning

will occur

4. A balance between an intern's personal growth and gaining knowledge and wisdom
 5. A balance wheel to maintain a dy-
- the program objectives and among forces that come into play (Review C that SREB-RDIP is just the right kind of

Two important aspects of the intern program are seriously out of balance: the program is far out of balance with the need for it and it appears to receive far more out of proportion to the returns. For reasons of internship is one that should be within reach of every university student, all 6 million of them. Not to one region of the country, nor to students who do not hear about it. It is certainly not foreseen that students to participate in this program, for some students on their own internships and others will prefer to stay at home. But no one should be excluded from this program for lack of funds, information, job opportunities, or counseling.

To try to analyze costs and benefits is to enter a realm of unknowns. We do not know, for example, how much to assign to the participating university or host agency, what dollar value to assign as the benefits derived from the program by the federal or state government or by the intern.

In spite of these unknowns, certain conclusions can be drawn from what we do know, and from assumptions. Not every case yields a savings comparable to the cost, which, at a total cost of \$5,000, complete the program which the host agency had been prepared to pay \$51,000. But reports from supervisors and interns indicate that the overwhelming majority of interns find the host agency at least equivalent to the cost of the program. Only in a minority of internships does the intern make a contribution to the stipend. The full payment of the intern's stipend is economically justifiable.

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Two important aspects of the internship program seem to be
seriously out of balance: the program is far too small in comparison
with the need for it and it appears to receive its money from sources
out of proportion to the returns. For reasons cited earlier, this kind
of internship is one that should be within reach of every college and
university student, all 6 million of them. It should not be restricted
to one region of the country, nor to students who just happen to
hear about it. It is certainly not foreseen that every student will want
to participate in this program, for some are in a position to set up
their own internships and others will prefer alternative uses of time.
But no one should be excluded from this kind of experience simply
for lack of funds, information, job openings, supervision, or
counseling.

To try to analyze costs and benefits is difficult because of several
unknowns. We do not know, for example, what overhead costs to
assign to the participating university or host agency. We do not know
what dollar value to assign as the benefits of an internship received
by the federal or state government or by the university.

In spite of these unknowns, certain conclusions can be drawn
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Not every case yields a savings comparable to the two-man team
which, at a total cost of \$5,000, completed an analysis and report
which the host agency had been prepared to contract out at a cost of
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that the overwhelming majority of interns make a contribution to
the host agency at least equivalent to the stipend they receive as
interns. Only in a minority of internships does the host agency even
make a contribution to the stipend. The first conclusion, then, is that
full payment of the intern's stipend by the host agency is
economically justifiable.

We also know that the internship process generates a significant
amount of learning by the intern. This outcome is seen in the

awarding of academic credit to interns, and in reports of the interns and their advisors. While impossible to quantify exactly, it would seem to be fairly comparable to what is learned in half a normal semester.

Judging by tuition charges at institutions receiving the lowest amounts of public subsidies, the cost to the student of a half-term's learning is at least \$500. Hence, the second conclusion is that the amount of relevant learning derived from the internship process justifies full payment of the university counselor's fee (\$300) by the university. (Also, the university overhead appears to be at least offset by the learning gained by the professor and benefits gained by the institution, as a consequence of participation in the internship program.)

Benefits to the several governments—federal, state, and local—are more general. The expectation is that interns will select careers consistent with the needs of society, that they will be better citizens and more productive members of the economy. Whether or not these expectations materialize will not be known for twenty or more years. At this stage, it can be reported that the internship process is having the kind of effect on interns that they are moving themselves in these directions. Here again, quantification is impossible, but in comparison with the magnitude of public support for classroom education, and considering the assumptions upon which it is based, financial support for experiential education of the RDIP variety certainly appears to be a better investment than support for classroom education. The objective should be to achieve a proper balance between classroom and experiential education which, in financial terms, will be reached when the rates of return on investment become equal.

In addition to the federal agencies supporting the RDIP, experimentation with the *diakonia paideia* concept can be found in such programs as the Peace Corps, College Work-Study Program, Neighborhood Youth Corps, Job Corps, VISTA, and Teacher Corps. This experimentation should continue, and changes should be made where needed.

From where this observer stands, the RDIP offers a unique experiment in the *diakonia paideia* concept and, as may be inferred from foregoing observations, more advanced than other experiments in several important respects. Hence, while a realignment of financial support is appropriate, continued support from government agencies

is warranted during this experimental period.

As the internship program becomes more established, it may be necessary to endeavor to alter its support pattern.

1. The university should cover the cost of the intern's living expenses and should assume a greater role in the development of projects, seminars, and other experiential activities.
2. The host agency should pay the intern's salary, which should reflect the real worth of the intern's work, so much as to make the agency's contribution control over the intern. Thus, the salary should always be less than the salary of a full-time employee who would receive for doing the intern's job.
3. Government, at all three levels, should provide purpose support of sufficient magnitude to determine the appropriate balance between classroom and experiential education for each intern.

In addition to altering the support pattern, savings should be sought. Consider the team concept where each intern has one basic task, one university advisor, and write a single report, which is then reviewed by consultants by 75 percent.

Another saving in scale should be sought in recruitment and placement efforts. For 100 interns from one campus or region, a fraction of the present administrative costs could be saved by 100.

One important funding feature should be the conduit of funds. Both the government and the university much prefer dealing with one place rather than several. Of course, SREB does not have a single agency, but there is really little possibility that the RDIP could allocate funds just as the SREB missions could be made to the SREB and evaluation. Much of the logistical support could be assumed by the institutions.

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is warranted during this experimental period.

As the internship program becomes institutionalized, it should endeavor to alter its support pattern in three ways, as follows:

1. The university should cover the cost of fees for the counselors and should assume a greater role in the recruitment of interns, development of projects, seminars, and report writing.
2. The host agency should pay a share of the intern's stipend that reflects the real worth of the intern to the agency, but not so much as to make the agency feel it can exert an employer's control over the intern. Thus, the agency's contribution should always be less than the salary or wage a regular employee would receive for doing the intern's job. Using these criteria, a typical agency could be expected to contribute from 50 percent to 75 percent of the intern's allowance.
3. Government, at all three levels, should provide general purpose support of sufficient magnitude to enable researchers to determine the appropriate balance between classroom education and experiential education for college and university students.

In addition to altering the support pattern, SREB should look for savings. Consider the team concept. A team of four interns could have one basic task, one university counselor, and one technical advisor, and write a single report, thereby reducing the number of consultants by 75 percent.

Another saving in scale should result from more concentrated recruitment and placement efforts. The administrative backstopping for 100 interns from one campus or at one agency should be only a fraction of the present administrative costs for one intern multiplied by 100.

One important funding feature to retain is use of SREB as a conduit of funds. Both the government agencies and the universities much prefer dealing with one place having fiscal responsibility than several. Of course, SREB does not want to become a large operating agency, but there is really little problem here because the SREB-RDIP could allocate funds just as foundations do. Project submissions could be made to the SREB-RDIP for approval, payment, and evaluation. Much of the legwork now done by the RDIP staff could be assumed by the institutions submitting the projects.

The Future

The inevitability of change is truer today than ever, for changes occur more quickly than before. Yet the RDIP is in danger of stagnation. As presently constituted and sponsored, the numeric ceiling has been reached and, because of general program excellence, qualitative changes can be expected to lead to incremental improvement only.

Given this rather constraining situation, what should be the future course of the RDIP? In reviewing the observations and suggestions contained in this paper, the following activities should be carefully considered:

1. Experiment with larger-scale programs. This academic year, pursue aggressively the possibilities for larger programs in North Carolina, Georgia, and Atlanta. Next year, concentrate on one or two campuses, guarantee internships to all who genuinely seek them, discover what percentage of students come forward. At the same time, saturate a community or region to determine the number of internships available among a given population. Include semester-long and academic-year internships.
2. Encourage campuses to share the counselor's allowance and agencies the intern's allowance.
3. Encourage universities, agencies, and consortia to sponsor internship projects on their own, but tied in with the RDIP for standards, consultations, and, where appropriate, funds.
4. Spread the word. Proceed with the conference being planned for 1969. Invite a few representatives from outside the domain of SREB. Make it a setting for the strongest kind of endorsement possible for the RDIP program and discuss future plans.

Service-Learning: An Educational Style

Robert L. Sigmon

Most of us would acknowledge that a significant portion of today's students are alienated. The signs of this alienation are many: extensive drug use, long hair, and the development of communes and other intensive communities. Just as critical, although not as evident, is an increasing uneasiness about the possibilities for one's future emotional and intellectual growth. This uneasiness is evident, for instance, in the general reluctance of students to enter public life.

Several factors have been consistently advanced as causes of this alienation. One historian, Richard Hofstadter, has suggested that a determining factor is the lack of a sense of vocation among youth in American society (see *Newsweek*, July 6, 1970). This lack can be attributed partially to a technological culture in which the products of one's work are increasingly less visible. Related to Hofstadter's analysis is another which attributes alienation to the fact that youth are denied responsibility and that their entry into meaningful public roles is prevented for too long a period. An increasing number of students, however, view the life and values of American society as not so meaningful and even bankrupt; they view entry into public life as an unwise investment of energy and commitment.

Experiential Learning

One means of getting at the source of this alienation is to examine in greater detail the criticism of the manner in which we educate ourselves. Our current educational approaches possess at least three basic deficiencies. The first deficiency is a result of our seeming inability to recognize that learning is a constant in the life of every individual and that experience itself can be the subject-matter of education. The pattern of formal education implies that one's

These remarks were presented on July 16, 1970, to a group of interns, public agency representatives, and faculty counselors at the University of North Carolina at Charlotte. The text was later published by the North Carolina Internship Office. Dr. Sigmon serves as Director of that office.

competence to enter public life is certified. We recognize that a man has been educated by having acquired some technical skill or by being socialized into the traditions of Western civilization. Both of these latter (which is considered the more liberal) are necessary for the individual to be able to communicate some body of knowledge and to utilize his own experience. I believe that this is similar to maintaining that human life is, that human action is always a result of a principle. In my theological seminary, the current movements in philosophy and philosophical inquiry and thought begins with instances, formal educational practices. Life proceeds inductively. As a result, we are generators of the culture which educate responsible for transmitting. For instance, thought and argument is taught without philosophy was derived inductively from of his experience. If we truly want to develop humane and competent people, the proceed would be to enable students to experiences as creatively and as critically proceeding from a false assumption, provides little opportunity to learn how problems other than those that are a percentage of university and college education lifestyles and process understanding or influence behavior. Most of the current factual information, content delivery, and skills. Research tells us that within five years either forgotten or outdated. This loss to

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It has been consistently advanced as causes of this alienation, Richard Hofstadter, has suggested that a major cause is the lack of a sense of vocation among youth in America (see *Newsweek*, July 6, 1970). This lack can be attributed to the technological culture in which the products of technology are increasingly less visible. Related to Hofstadter's analysis are the attributes alienation to the fact that youth are not given the opportunity and that their entry into meaningful public life is too long a period. An increasing number of youth are alienated from the life and values of American society as they are even bankrupt; they view entry into public life as a loss of energy and commitment.

Experiential Learning

Looking at the source of this alienation is to understand the criticism of the manner in which we currently educate. Current educational approaches possess several deficiencies. The first deficiency is a result of our failure to recognize that learning is a constant in the life of the individual and that experience itself can be the subject-matter of learning. The term of formal education implies that one's

competence to enter public life is certified in the receipt of a degree. We recognize that a man has been adequately trained by simply having acquired some technical skill or that he has been made more human by having been exposed to the cultural and intellectual traditions of Western civilization. Both modes, and especially the latter (which is considered the more liberal and humane), assume the necessity of communicating some body of knowledge which is then appropriated by the individual and utilized to meet the demands of his own experience. I believe that this assumption is fallacious since it is similar to maintaining that human life proceeds deductively, that is, that human action is always a result of the application of some principle. In my theological seminary days I began to sense from current movements in philosophy and psychology that all philosophical inquiry and thought begins with human experience. In many instances, formal educational practices have failed to recognize that life proceeds inductively. As a result, we have failed to learn from the generators of the culture which educational institutions are responsible for transmitting. For instance, the content of Kant's thought and argument is taught without the realization that his philosophy was derived inductively from his attempts to make sense of his experience. If we truly want our educational processes to develop humane and competent people, a more sensible way to proceed would be to enable students to learn to examine their own experiences as creatively and as critically as possible. Besides proceeding from a false assumption, formal education, in fact, provides little opportunity to learn how to learn or how to solve problems other than those that are hypothetical. Only a small percentage of university and college education involves questions of lifestyles and process understanding or examines how institutions influence behavior. Most of the current emphasis in education is on factual information, content delivery, and the preparation of specific skills. Research tells us that within five years this kind of education is either forgotten or outdated. This loss to society and the individual is

On July 16, 1970, to a group of interns, public agency counselors at the University of North Carolina at Charlotte. The author is the North Carolina Internship Office. Dr. Sigmon serves as

a result of the failure to recognize that learning is a constant factor of human experience from birth to death. Educational relevance occurs when individuals begin to deal competently and compassionately with their experience of the world.

Cross-Cultural Settings

A second deficiency of formal education is its lack of emphasis on cross-cultural experience. The exposure to other cultures and lifestyles through the mass media is indeed high, yet, our understanding of other behavior patterns and cultures is low. This irony is due largely to the fact that the exposure to other cultures is passive. I maintain that only by living in cross-cultural contexts and by experiencing other behavioral patterns and modes of thought does an individual become aware of cultural distinctions and of the values that are uniquely his own. In many instances, formal education has failed to recognize the educational validity of cross-cultural experience. However, if one's goal becomes learning how to learn, then such experience is not only valid but essential. Whether in an Indian ashram, a black community in Charlotte or eastern North Carolina, in the management arm of a large business, or in a mental health facility, the immediate and direct confrontation of other ways of viewing reality would produce the individual's appreciation of shared values as well as of genuine differences. Properly engaged in, cross-cultural experience enhances an individual's ability to proceed inductively and to conceptualize on the basis of his experience of the world. In a study of Peace Corp training (*Journal of Applied Behavioral Science*, Vol. 3, No. 4), Roger Harrison notes that training programs employing the instructional methods of formal education left trainees ill-prepared to adjust quickly to life in other cultures and to conceptualize on the basis of their experiences. A recurring phenomenon among Peace Corp returnees was also their inability to do more than simply exchange "war stories." Harrison attributes this inability to the fact that most of their education had not been spent dealing intellectually with their concrete experience.

The study also suggested that this inability was due to more than simply a lack of previous cross-cultural experience or an emphasis within formal education on modes of learning other than experiential. The major deficiency which Harrison noted was that few Peace Corp trainees had been prepared by their formal education to

cope with the high degree of autonomy and problem-solving in Peace Corp environments.

Student Initiative

This lack of emphasis on developing student initiative is a third deficiency in our society have been taught with a significant portion of their lives exceedingly difficult when they are in formal education, as it is currently structured to do and how to do it as well as to be unimportant. One very dangerous result is that the educational system will prevent students from having things decided for them. In favor, the present system of education is one that does not give confident people whose learning is self-

Service-Learning in

These criticisms of formal education reflect what is behind the learning situation. I have argued that an emphasis on experiential settings, and student initiative and autonomy, is very deeply that this kind of education is rewarding primarily because its emphasis on learning and being human involve students. Most universities are not in the business of sending students working to solve immediate problems. Within formal education, a dispassionate analysis, which most students find abstract concerns. I am sure, however, that never as humane and realistic as the experiential. Out of direct contact with people, learning internships have as their intent to be flexible, competent, learning, and to be. Criticisms of non-experiential modes of learning, on the self, this emphasis is based on service-learning internships by the recognition that it is only in "giving

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One deficiency of formal education is its lack of emphasis on experiential learning. The exposure to other cultures and the influence of mass media is indeed high, yet, our understanding of behavioral patterns and modes of thought does not always reflect the reality of other cultures. This irony is due to the fact that the exposure to other cultures is passive. Individuals learn by living in cross-cultural contexts and by observing behavioral patterns and modes of thought does not always reflect the reality of other cultures. Awareness of cultural distinctions and of the values of other cultures is essential. In many instances, formal education has not emphasized the educational validity of cross-cultural experience. The goal of education becomes learning how to learn, then not only valid but essential. Whether in an Indian community in Charlotte or eastern North Carolina, the experience of a large business, or in a mental health center, the direct confrontation of other ways of thinking and acting can produce the individual's appreciation of shared values and of genuine differences. Properly engaged in, experiential learning enhances an individual's ability to proceed with confidence on the basis of his experience of the world. In the case of Peace Corp training (*Journal of Applied Psychology*, Vol. 3, No. 4), Roger Harrison notes that training in the instructional methods of formal education is not designed to adjust quickly to life in other cultures and to learn from the basis of their experiences. A recurring criticism of Peace Corp returnees was also their inability to exchange "war stories." Harrison attributes this to the fact that most of their education had not been spent with their concrete experience. He suggested that this inability was due to more than lack of previous cross-cultural experience or an emphasis on modes of learning other than experiential. A deficiency which Harrison noted was that few had been prepared by their formal education to

cope with the high degree of autonomy demanded by life and problem-solving in Peace Corp environments.

Student Initiative and Autonomy

This lack of emphasis on developing autonomy and on fostering student initiative is a third deficiency of formal education. Students in our society have been taught with authoritarian supports for such a significant portion of their lives that they find the going exceedingly difficult when they are forced to teach themselves. In formal education, as it is currently structured, students are told what to do and how to do it as well as what is important and what is unimportant. One very dangerous result of this directive approach is that the educational system will produce people who are willing to have things decided for them. In spite of what could be said in its favor, the present system of education is not committed to creating confident people whose learning is self-generated.

Service-Learning in North Carolina

These criticisms of formal education as it is currently conducted reflect what is behind the learning side of service-learning internships. I have argued that an emphasis on experiential learning, cross-cultural settings, and student initiative and autonomy is necessary. But I feel very deeply that this kind of education is also the most exciting and rewarding primarily because its assumptions about the nature of learning and being human involve service as a natural consequence. Most universities are not in the business of granting academic credit to students working to solve immediate and indigenous community problems. Within formal education, a premium is placed on dispassionate analysis, which most often results in unrealistic and abstract concerns. I am sure, however, that students' concerns are never as humane and realistic as they are when these concerns grow out of direct contact with people who have problems. Service-learning internships have as their intent the development of open, flexible, competent, learning, and caring individuals. Although criticisms of non-experiential modes of education entail an emphasis on the self, this emphasis is balanced within the concept of service-learning internships by the necessity for service and by the recognition that it is only in "giving a damn" about one's brother

that one's own experience, however well-conceptualized, can begin to have meaning.

These thoughts about a new way to approach education and public service provide a conceptual framework for the North Carolina Internship Office (NCIO). The Department of Administration and the Board of Higher Education of North Carolina state government are cooperating in providing basic support for the NCIO. The basic assumptions and objectives of this office are:

1. College students are a significant source of manpower for meeting public needs in North Carolina, and we seek to provide student manpower for public service.
2. The world of public agencies and needs beyond the classroom is a learning environment that is grossly underutilized, and we seek to foster this understanding.
3. We also seek to facilitate the development of institutional relationships and linkages which might enhance these primary objectives.

With a limited student staff, the NCIO is attempting to stimulate and foster programs that will provide service-learning opportunities for students at the state and local government levels. As a result of our objectives, we are also conducting research about the nature of the internship experience and examining the program goals and designs of at least twenty different programs that are operational in the state this summer. We are also attempting to provide some long-range planning which might better enable the state to utilize student internship participation in state problems and to understand the service-learning concept.

At least ten internship programs throughout the state have emerged out of the service-learning concerns which I have been discussing with you, and another ten programs are actively utilizing student manpower this summer. Five hundred students along with 2,000 students under the Plan Assuring College Education (PACE) program constitute a fine beginning by state government in providing opportunities for young people to become involved in public issues in the state. You at Charlotte are part of this effort.

We have been delighted that this university and the public agencies of this area have begun to respond so favorably and so capably to the kind of service-learning activity that we in the NCIO

are committed to supporting and encouraging of authenticity in that they have are locally administered and you have local problems. This design from an appears to be a commendable model a to hear about your enterprise and exper

From an educational point of v participants in the internship process faculty counselors, or agency colleague opportunity. For if you accept the arg have to all three see yourselves as learn this opportunity because of your own was something useful to do.

Role of Agency C

For those of you who are agency business) and have a student or two in educational responsibility rests upon defined a task within an overall mission believe can be accomplished in a ten- are, as a result, providing the experient learning of a student. In most cases, th exposed to the cultural styles of public cross-cultural setting just by being in yo both you, the agency colleague, and immediate worth or usefulness of the equally aware of the possibilities for s aware demands some time and sex administrative ways for allowing the st possible, we recommend and have fo appointing students in service-learning agents through independent contractual tiate a contract with the student to p work and state some educational objec a time period and a given public envi that by arranging this relationship, the completed will be better accomplished pursuit of your own objectives.

If the task is recognized by you

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about a new way to approach education and provide a conceptual framework for the North Office (NCIO). The Department of Administration of Higher Education of North Carolina state operating in providing basic support for the NCIO. Functions and objectives of this office are:

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of public agencies and needs beyond the classroom environment that is grossly underutilized, and we are gaining understanding.

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delighted that this university and the public have begun to respond so favorably and so we are of service-learning activity that we in the NCIO

are committed to supporting and encouraging. Your activities have a ring of authenticity in that they have been locally determined and are locally administered and you have local students dealing with local problems. This design from an administrative point of view appears to be a commendable model and many others are beginning to hear about your enterprise and express interest in it.

From an educational point of view, those of you who are participants in the internship processes, either as student interns, faculty counselors, or agency colleagues, have an immensely exciting opportunity. For if you accept the argument presented tonight, you have to all three see yourselves as learners. And you are involved in this opportunity because of your own decisions and because there was something useful to do.

Role of Agency Colleague

For those of you who are agency colleagues (about the public business) and have a student or two interning with you, a fantastic educational responsibility rests upon your shoulders. You have defined a task within an overall mission that you and the intern believe can be accomplished in a ten- to twelve-week period. You are, as a result, providing the experiential context for the service and learning of a student. In most cases, the student will not have been exposed to the cultural styles of public agencies and is therefore in a cross-cultural setting just by being in your agency. It is my hope that both you, the agency colleague, and the students recognize the immediate worth or usefulness of the task being pursued and are equally aware of the possibilities for significant learning. To be so aware demands some time and sensitivity. In order to find administrative ways for allowing the student to be as autonomous as possible, we recommend and have found effective the method of appointing students in service-learning internships as independent agents through independent contractual arrangement. That is, negotiate a contract with the student to perform a certain portion of work and state some educational objectives within the constraints of a time period and a given public environment. It is my conviction that by arranging this relationship, the task (the product) you want completed will be better accomplished and more helpful to the pursuit of your own objectives.

If the task is recognized by you as being important, if the

cross-cultural aspects of the office routine or nature of the assignment are entailed, and if the intern is seen as having independent status, the host agency has in essence become the environment for the student to begin to find his way toward a service-learning lifestyle, realizing, it is hoped, the values inherent in the service-learning concept I have discussed. He has exercised a public responsibility in response to a specific need and has begun to see that he must be a caring, learning human being.

Role of Faculty Counselor

The faculty counselor functions as an interpreter for the student, for the agency colleague, for himself, and for his academic colleagues. With the student he has an indispensable function in assisting with the definition of a carefully conceived task assignment. Too low or too high an expectation can be harmful. He can be available to the intern for the personal kinds of concerns that will arise. He can assist the intern in understanding the kinds of experiences he is encountering and the nature of cultural confrontation and he can support the student in his quest for self-directed, autonomous learning during the internship. With the agency representative, he can be available to represent the energies and talents of academia for dealing with public issues. He likewise can be supportive of the learning environment that public life presents. Too often the university-community dialogue never becomes dialogue, since the university provides its services from its storehouses of wisdom and rarely recognizes the educational uses of the world beyond the classroom.

Faculty members, I believe, hold the key to educational reform because they generally hold the key to effective educational power. It is my growing conviction that if faculty members do not become more involved in experiential learning opportunities, their credibility will begin to deteriorate rapidly.

The Student

Even though I think being a local agency colleague and being a professor in these service-learning internships can be a highly intriguing and demanding enterprise, the real excitement for me is in what happens to a student who gets a taste of confronting an issue and seeing something happen as a result of his effort; who begins to sense that his own limited exposures to life have been protective and

begins to see the vastness and expansiveness of human experience; who begins to take charge of his educational agenda, and realizes that he can make things happen rather than have them happen to him. This is the payoff of the service-learning internship.

Some Criteria for Evaluation

Each participant in the service-learning internship—league, faculty member, and student—have to figure out how they can “put it all together.” In this regard, I have some questions which might be useful in measuring the internship process:

First, are the students dealing with indignity? In other words, is the student's problem or concern being addressed?

Second, are we meeting those needs in a meaningful way? That is, are university officials, agency officials, and other bodies cooperating through the internship process?

Third, are we raising the level of dialogue? Within the university, the community, and the agency? Questions “What is worth doing?” and “What is being pursued with any vigor at all?”

Fourth, are students beginning to deal with the world as interns and to develop an awareness of the value of experiential learning?

It is the hypothesis of the NCIO that the service-learning internship route which stresses the service-learning design, these criteria can be met with intensity and success. Service-learning for service-learning is a place to begin realizing a vision about the future of the world to survive with style in the following decades.

Risking Tragedy

Corita Kent and Joseph Pintauro, in the *New York Times*, say “We must become new men or women either way we risk tragedy.” I believe that this is the condition in student service-learning internships, becoming new men, for we are risking tragedy by being open, by attempting to become something new, by ways to learn, and by accepting public obligation.

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begins to see the vastness and expansiveness and heterogeneity of human experience; who begins to take charge of his own life, his own educational agenda, and realizes that he can cause things to happen rather than have them happen to him. This is excitement and one of the payoffs of the service-learning internship style.

Some Criteria for Evaluation

Each participant in the service-learning process—agency colleague, faculty member, and student—have immense opportunities if they can “put it all together.” In this regard, I would like to suggest some questions which might be useful in measuring the success of the internship process:

First, are the students dealing with indigenous community needs? In other words, is the student's problem or task humanly important?

Second, are we meeting those needs in interinstitutional ways? That is, are university officials, agency officials, and other public bodies cooperating through the internship process?

Third, are we raising the level of dialogue about the quality of life within the university, the community, and the agency? Are the questions “What is worth doing?” and “What is worth knowing?” being pursued with any vigor at all?

Fourth, are students beginning to deal with their own experience as interns and to develop an awareness of the lifestyle possibilities of experiential learning?

It is the hypothesis of the NCIO that through the student internship route which stresses the service-learning concept and internship design, these criteria can be met with varying degrees of intensity and success. Service-learning for students can be the logical place to begin realizing a vision about the ways we can learn to sur e with style in the following decades.

Risking Tragedy

Corita Kent and Joseph Pintauro, in their little book *To Believe in Man*, say “We must become new men or be satisfied as we are . . . either way we risk tragedy.” I believe that through mutual participation in student service-learning internships, we are on the frontier of becoming new men, for we are risking tragedy by trying to care, by being open, by attempting to become competent, by searching for ways to learn, and by accepting public obligation.

Section II

**Expansion of Service-Learning:
The Development of State Programs**

North Carolina Internship Office

Robert L. Sigmon and David N. Edwards, Jr.

Recent educational conferences in Sarasota, Florida, and Cleveland, Ohio, indicate not only that community-based experiential learning has grown dramatically in recent years as a curricular feature of higher education but also that this empirical learning style is to be a major trend in the immediate academic future of the nation.

Obviously such a vigorous movement must have been generated by strong and pervasive forces. In the views of the staff at the North Carolina Internship Office (NCIO) there were three: (1) the beginnings of action taken on the old recognitions that experience is itself educational and that learning continues throughout life; (2) attempts to introduce cross-subcultural and service-oriented experiences into curricula; and (3) recent emphasis upon the development of student autonomy and initiative.

The response of the state of North Carolina through NCIO, for three full years now, has been espousal of service-learning. This particular form of experiential learning is a distillation of considerable thought about three questions: what is worth knowing; what is worth doing; and how community-based learning can be maximized. To provide a sound learning context, service-learning requires of any internship that: (1) there be a task whose meaning is clear to the students; (2) the student receive in his placement careful support from his educational institution; and (3) reciprocal learning among the student and his work directors be assumed.

In the three-year history of NCIO the interplay of the three educational forces, the three preliminary questions, and the three ingredients of a successful internship has led to the completion of ten substantial studies by NCIO and two major articles in national publications (*Appalachia* magazine and *NSVP News of ACTION*).

Obviously, however, these products of cerebral activity could not

alone have convinced the governor, the Department of Administration, and the North Carolina Board of Higher Education (BHE) to support service-learning. What dramatized not only the validity of service-learning was the realization that most of the energies and talents of our 148,000 college students were directed to state program development, management, and evaluation. What better way to enlist student power than service-learning? Thus, in March 1969 the Southern Regional Education Board (SREB) and the North Carolina Department of Administration agreed to establish a state internship office. Approved in April of that year, and SREB provided direct support of a student intern associate and staff consultation. The Department of Administration gave financial and administrative support, and the Board of Higher Education vested in the NCIO the organizational responsibility for service-learning in higher education. Before 1969 only two major programs of service-learning involvement with public issues existed in North Carolina.

The next thirty-six months saw NCIO manage and develop programs involving over one thousand students and assist in the development of twelve internships throughout the state. These programs have been supported by the state, \$500,000 and by the cooperation of 150 public and private organizations.

Partly by way of contribution and partly by the burgeoning activity several events helped mold the development of NCIO. In September 1970 Governor James Holshouser's Southern Governor's Conference:

I want very much for us to provide leadership in the development of constructive opportunities for college students to contribute more directly to programs of social and mental improvement in the South. . . . I want to see the establishment of a network of programs and organizations to provide the opportunities for service-learning to a

Robert L. Sigmon is the Director and David N. Edwards, Jr., is the Assistant Director of the North Carolina Internship Office. This history of service-learning programs in North Carolina first appeared in "Higher Education in North Carolina" (June 14, 1972) published by the North Carolina Board of Higher Education.

North Carolina Internship Office

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The next thirty-six months saw NCIO manage or help initiate programs involving over one thousand service-learning internships and assist in the development of twelve internship programs across the state. These programs have been supported by the raising of over \$500,000 and by the cooperation of 150 public agencies.

Partly by way of contribution and partly in response to this burgeoning activity several events helped mold the present configuration of NCIO. In September 1970 Governor Robert Scott told the Southern Governor's Conference:

I want very much for us to provide leadership in developing constructive opportunities for college students and faculty to contribute more directly to programs of economic and governmental improvement in the South. . . . I would like to see the establishment of a network of programs so that we can extend the opportunities for service-learning to a much greater number

ector and David N. Edwards, Jr., is the Assistant Director of the Office. This history of service-learning programs in North Higher Education in North Carolina" (June 14, 1972) published of Higher Education.

of students and make more effective use of the energy and talents of these young people in helping their region achieve a higher quality of life. This is one approach to making our collegiate curricula more meaningful to students. It is also a promising way to attract more able students into public service careers.

During the 1971-72 session the General Assembly went on record supporting the ideals and programs underpinning service-learning. On July 1, 1971, through a "B" Budget appropriation from the General Assembly, the Board of Higher Education assumed fiscal responsibility for NCIO and has recently made the office an integral part of the new Center for the Continuing Renewal of Higher Education. On August 20, 1971, the Board of Higher Education passed a resolution expressing its support of NCIO and service-learning, recommending higher education's use of these two learning resources and suggesting expansion of the service-learning option to all students, with academic credit where warranted. On October 15, 1971, as a signal of the success and growing future of state-supported service-learning, an assistant director was added to the full-time staff of NCIO. This brought the composition of personnel to a director, an assistant director, an administrative secretary, and *ad hoc* student intern assistance.

The programs and activities generated by this staff have resulted from the coordinated focus of three aims: (1) to increase university and college student involvement with public needs and opportunities; (2) to increase the utilization of off-campus North Carolina as a learning environment; and (3) to provide options for students to be exposed to and to develop a service-learning lifestyle.

NCIO, partially by design and partially because of the availability of federal funds, embarked on a strategy from the fall of 1969 to the present that included: (1) development of regional service-learning programs in Appalachian North Carolina; (2) assistance with urban-university-model programs in Charlotte and Winston-Salem; (3) liaison with existing and newly created student internship programs and their managers; (4) development of issue-focused internship programs in planning, health, law, and the environment; and (5) sustained planning, advocacy, and evaluative review.

Spreading the service-learning internship design (an agency base, a specific project, university support, project committee support,

independent status for students) NCIO initially gave attention to or no off-campus learning experiences, agencies that demonstrated a need for service-learning programs.

The following five sections describe pilot efforts to date and indicate

University-Regional Program

As a result of the regional focus on the Appalachian area of North Carolina, capacities for arranging and implementing these schools are Appalachian State University, John C. Campbell Folk School, Asheville, Western Carolina University. Among them different styles of service-learning. Development Institute at Mountain State Internship Program at Appalachian State University program designs. Two Year Regional Commission (ARC) have provided basic support, funds, local agency funds, and

The developmental strategy of the five senior colleges and the School to determine its own basic service-learning goals of the strengths of this strategy.

From these results a tripartite strategy emerged. The state, through NCIO, seed money to initiate a service-learning program at colleges, because educational costs are one-third of the costs. Public support from student work, provide a basis for this cooperative arrangement. Participants participate and provide direct and conceptual guidance has a full-time coordinator in Asheville, NC, grants.

and make more effective use of the energy and the young people in helping their region achieve a better quality of life. This is one approach to making our education more meaningful to students. It is also a way to attract more able students into public service

In the 1972 session the General Assembly went on record to support the programs underpinning service-learning. On March 1, 1972, through a "B" Budget appropriation from the General Fund, the Board of Higher Education assumed fiscal responsibility for the office. The Board has recently made the office an integral part of the Continuing Renewal of Higher Education. On May 1, 1972, the Board of Higher Education passed a resolution to support NCIO and service-learning, recommending the use of these two learning resources and suggesting the service-learning option to all students, with the necessary staff and resources warranted. On October 15, 1971, as a signal of the growing future of state-supported service-learning, a position was added to the full-time staff of NCIO. This position was for a director, an assistant director, an administrative secretary, and *ad hoc* student intern

and activities generated by this staff have resulted in a focused effort of three aims: (1) to increase university involvement with public needs and opportunities; (2) the utilization of off-campus North Carolina as a learning environment; and (3) to provide options for students to be able to develop a service-learning lifestyle.

Service-learning was by design and partially because of the availability of funds. It embarked on a strategy from the fall of 1969 to the present. The strategy included: (1) development of regional service-learning programs in Appalachian North Carolina; (2) assistance with urban programs in Charlotte and Winston-Salem; (3) liaison and newly created student internship programs and development of issue-focused internship programs in health, law, and the environment; and (4) sustained evaluation and evaluative review.

Service-learning internship design (an agency base, university support, project committee support,

independent status for student intern, seminars, and final report), NCIO initially gave attention to colleges and universities with limited or no off-campus learning experience and to nearby public-service agencies that demonstrated a readiness to participate in service-learning programs.

The following five sections highlight the accomplishments of the pilot efforts to date and indicate some ramifications for the future:

University-Regional Program in Appalachian North Carolina

As a result of the regional program approach, six institutions in the Appalachian area of North Carolina are developing independent capacities for arranging and managing service-learning programs. These schools are Appalachian State University, Mars Hill College, John C. Campbell Folk School, University of North Carolina at Asheville, Western Carolina University, and Warren Wilson College. Among them different styles have emerged, with the Community Development Institute at Mars Hill College and the Student Internship Program at Appalachian State University providing exemplary program designs. Two Youth Leadership grants in Appalachian Regional Commission (ARC) Research and Demonstration categories have provided basic support that has been supplemented by state funds, local agency funds, and university resources.

The developmental strategy of NCIO has been to assist each of the five senior colleges and universities and J. C. Campbell Folk School to determine its own approach and style consistent with the basic service-learning goals of NCIO. Results to date clearly indicate the strengths of this strategy.

From these results a triangular funding arrangement model has emerged. The state, through NCIO and federal ARC grants, provides seed money to initiate a service-learning program. Universities and colleges, because educational values are received, provide up to one-third of the costs. Public agencies, because they receive services from student work, provide one-third or more of the total cost. In this cooperative arrangement, organizations have been eager to participate and provide direct support. Initial support through funds and conceptual guidance has been implemented and enhanced by a full-time coordinator in Asheville, a position provided for in the ARC grants.

Urban-University Models

Charlotte and Winston-Salem have been the sites of two NCIO-assisted models. In the Charlotte area the University of North Carolina at Charlotte Institute for Urban Studies and Community Services provided the leadership and a base of operation. There was top administrative support from the vice chancellor's office, management capability from the institute, and assistance in program development from members of the student body. Further impetus came from students at Davidson College and Johnson C. Smith University as well as city and county government officials. With only outside encouragement and limited financial assistance from NCIO the Charlotte "consortium" has evidenced slow, steady, and sound growth since the summer of 1969. It now can boast that thirty public and private agencies and all post-secondary educational institutions in the area are involved with service-learning. The program has paid off for 120 students in the form of academic credit for their internship experiences and weekly attendance at student-run reflection seminars. The model developed in the Charlotte area can be translated into almost any other urban or council-of-governments area in the state.

A 1969 summer intern initiated a program in Winston-Salem with the strong endorsement of the mayor. The city coordinated and managed programs for over 200 part-time student interns within one year. Title I grants from the BHE were secured for two successive years to provide additional support. The Academic Urban Affairs Consortium, based at Wake Forest University, came into being after the original effort and assumed operational responsibility for the Service-Learning Internship Program (SLIP). In contrast to the Charlotte model, only limited university support has been realized in Winston-Salem, and no sustaining program currently exists there.

Program Liaison with Other Internship Programs

NCIO has provided the leadership for convening project managers of internship programs in the state and providing a clearinghouse of information on programs. The network that is emerging is informal and committed to working collectively in improving and increasing off-campus service-learning opportunities for college students in North Carolina.

NCIO has provided technical assistance in North Carolina state government. NCIO has published listings of interns supported by the state in summer 1971. Publications on the roles of faculty in it, and other training materials produced and distributed throughout North Carolina. Training designs have been developed and implemented by NCIO in cooperation with different programs.

As the SREB-initiated effort with the state model from which other states could learn, NCIO provided direct assistance and much information to personnel in Georgia, Pennsylvania, South Carolina, and West Virginia. The NCIO staff continues to seek SREB participation, however, has been limited. Recent collaboration has been limited to research and a newly initiated evaluation in different directions.

Special-Issue Programs

Through the interest of the Department of Housing and Urban Development (HUD) in exposing minority planning issues, through the interest of the state in off-campus learning opportunities and through the NCIO commitment to providing opportunities around special needs or issues, from HUD were made available for social science interns from Shaw University, Winston-Salem, North Carolina Agricultural and Mechanical College.

With the emergence of ecological concerns, NCIO and provided administrative assistance in providing mental internships in 1970 and thirty in 1971, a specific task within a state agency and program.

Student-originated projects relating to urban development funded by the National Science Foundation at the University of North Carolina at Asheville, Mars Hill University, and East Carolina University. NCIO received encouragement and support in providing NCIO.

Under an ARC grant, NCIO was in

Urban-University Models

Winston-Salem have been the sites of two models. In the Charlotte area the University of North Carolina Institute for Urban Studies and Community Development has provided leadership and a base of operation. There was support from the vice chancellor's office, management from the institute, and assistance in program development from members of the student body. Further impetus came from city and county government officials. With only intermittent and limited financial assistance from NCIO, the program has evidenced slow, steady, and sound growth. In the summer of 1969, it now can boast that thirty agencies and all post-secondary educational institutions in the area are involved with service-learning. The program for 120 students in the form of academic credit has been successful. Experiences and weekly attendance at student meetings are high. The model developed in the Charlotte area is unique to almost any other urban or council-of-governments model.

An intern initiated a program in Winston-Salem with the consent of the mayor. The city coordinated and provided for over 200 part-time student interns within one year. From the BHE were secured for two successive years additional support. The Academic Urban Affairs Program at Wake Forest University, came into being after NCIO assumed operational responsibility for the Urban Internship Program (SLIP). In contrast to the Charlotte area, the limited university support has been realized in Winston-Salem. No sustaining program currently exists there.

Cooperation with Other Internship Programs

NCIO provided the leadership for convening project managers from various agencies in the state and providing a clearinghouse of information and programs. The network that is emerging is informal and is working collectively in improving and increasing service-learning opportunities for college students in

NCIO has provided technical assistance to a number of programs in North Carolina state government. NCIO has collected data and published listings of interns supported by the state for summer 1970 and summer 1971. Publications on the service-learning concept, faculty roles in it, and other training-related materials have been produced and distributed throughout North Carolina. Research and training designs have been developed and applied by the student staff of NCIO in cooperation with different programs across the state.

As the SREB-initiated effort with the state in 1969 was to be a model from which other states could learn, the NCIO staff has provided direct assistance and much information to state government personnel in Georgia, Pennsylvania, South Carolina, Virginia, and West Virginia. The NCIO staff continues a relationship with SREB; SREB participation, however, has been minimal over the past year. Recent collaboration has been limited to assistance in certain research and a newly initiated evaluation of NCIO's efforts and directions.

Special-Issue Programs

Through the interest of the Department of Housing and Urban Development (HUD) in exposing minority students to governmental planning issues, through the interest of three predominantly black universities in off-campus learning opportunities for social planning, and through the NCIO commitment to arranging service-learning opportunities around special needs or issues, two sequential grants from HUD were made available for social planning to service-learning interns from Shaw University, Winston-Salem State University, and North Carolina Agricultural and Technical State University.

With the emergence of ecological concern, NCIO has coordinated and provided administrative assistance in arranging eleven environmental internships in 1970 and thirty in 1971. Each student pursued a specific task within a state agency and produced a report.

Student-originated projects relating to environmental issues were funded by the National Science Foundation (NSF) at the University of North Carolina at Asheville, Mars Hill College, Wake Forest University, and East Carolina University. The first three institutions received encouragement and support in proposal development from NCIO.

Under an ARC grant, NCIO was instrumental in assisting the

University of North Carolina Medical School Department of Family Medicine at Chapel Hill initiate an extern program for fifty medical students in Appalachian learning settings of the state.

With assistance from the North Carolina Central University Law School, NCIO through a law student intern-associate developed a vital program for law students to work with solicitors and defenders during the summer of 1971. This effort promises to provide a model for other clinical-education experiences for law students in the state.

Combining ARC and NCIO support, Vietnam veterans initiated veterans' college recruitment and counseling centers at Appalachian State, Warren Wilson, and Western Carolina during 1971. These centers have sparked a marked improvement in assistance to veterans returning to college life.

Looking Backward and Forward

In the program and projects reviewed above, NCIO has attempted to maintain a consistent educational philosophy and long-range perspective. The questions set forth below reflect the controlling considerations, and criteria 1 and 2 especially were used in many of the ten NCIO studies alluded to at the outset.

1. Are the projects dealing with local community needs? Does the problem or task of the student internship assignment have a sense of human importance about it?
2. Are we meeting these needs in interinstitutional ways? Are university officials, agency officials, citizens, and students co-operating through the internship process?
3. Are we raising the levels of dialogue about the quality of life within the university, the communities, and public agencies? Are the questions "What is Worth Doing?" and "What is Worth Knowing?" being pursued with more vigor?
4. Are the students involved beginning to deal more competently with their own experiences as interns and to appropriate their learning for the development and application of their own values?

Looking to the future, NCIO, directing its resources to a service-learning promotional strategy, will:

1. Further increase service-learning students by urging the state to support the people in a center for state advanced technical assistance research, and opportunities. NCIO, within the new H potential, and NCIO's current community inventory" on community-based, should help develop a realistic plan.
2. Urge all public and private colleges service-learning as legitimate educational academic credit, and recognize service-learning with financial and status recognition. Education has set an example for above.)
3. Urge public organizations and public needs by participation in service-learning summer but throughout the year regular budget designations and especially under the position contracts, contractual services, training, or special.
4. Help infuse existing experiential learning possibilities. This would help public issues and events through community agency internship programs, local relative internships, field experience colleges and universities).
5. Encourage greater student participation in operating programs. Such encouragement differing learning opportunities to and attack the unresponsiveness of often implicated in college dropout

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nal strategy, will:

1. Further increase service-learning opportunities for college students by urging the state to support and make accessible to the people in a center for state advocacy, program development, technical assistance research, and clearinghouse data on opportunities. NCIO, within the new Board of Governors, has this potential, and NCIO's current compilation of a "state-of-the-art inventory" on community-based, experiential learning programs should help develop a realistic plan of implementation.
2. Urge all public and private colleges and universities to endorse service-learning as legitimate education, make it eligible for academic credit, and recognize faculty involvement in service-learning with financial and status rewards. (The Board of Higher Education has set an example for this in the resolution cited above.)
3. Urge public organizations and private agencies to embrace public needs by participation in service-learning not just in the summer but throughout the year. This implies appropriate regular budget designations and student manpower provisions, especially under the position categories of staff personnel, contractual services, training, or special line items.
4. Help infuse existing experiential programs with service-learning possibilities. This would help expand youth involvement in public issues and events through current mechanisms (e.g., state agency internship programs, local government programs, legislative internships, field experience programs, special programs at colleges and universities).
5. Encourage greater student participation in planning and operating programs. Such encouragement can help adapt widely differing learning opportunities to present academic mechanisms and attack the unresponsiveness of the educational establishment often implicated in college dropout studies.

The past and present efforts of NCIO have now been presented in principle and fact; the future efforts have been set forth only in principle. To give substance to the proposed scheme, NCIO intends to execute several key projects.

To expand opportunities in the state generally, NCIO will specifically try to develop a system of business internships, bringing together what sometimes appear to be incompatible social segments. A preliminary meeting with several business leaders has already been

held to determine feasibility of the project.

To gather the latest data on community-based experiential learning, NCIO staff will visit campuses across the state as follow-up on the previously mentioned state-of-the-art inventory. This information in abstract form will be made available to any interested party but especially to schools planning or expanding programs, agencies interested in student interns, and funding sources for internship programs.

As companion to this inventory a case-study book on service-learning in North Carolina will be prepared for public use this summer.

The functions of information brokerage, fund-seeking, moral support, cultivation of government involvement at all levels, research, program management, and training can thus be seen as common elements of the recorded past, the developing present, and the projected future of NCIO. The office has executive, legislative, and administrative mandates, a list of proven successes with the service-learning model, and at least the potential for a variety of vital services to education and government in North Carolina. With continued support, NCIO feels it can realize its goal of seeing that every North Carolina college student has the opportunity of at least twelve weeks in community-based experiential learning as part of his academic career.

The Georgia Intern Program

Michael A. Hart and Lonni Ann Fredman

Goals and Purposes

The goal of the 1971 Summer Governor's Intern Program was to bring together college and university students and Georgia state government in an optimum utilization and synthesis of the resources of both.

Since the projects the interns undertook were of a professional nature and designed by the participating agencies as tasks essential to departmental operation and because the department's share of the intern stipend was only a fraction of the amount at which professional employees performing the same task would require, the Governor's Intern Program benefited state government through services as well as monetary savings.

To the interns the program offered a comprehensive service-learning experience in the realm of Georgia state government. Rather than following the traditional pattern of testing theory in the field, the Governor's Intern Program stressed community-based learning with heavy emphasis on the completion of the specific task and the acquisition of knowledge and skills. Frequently the designated project suggested further areas for the engagement of the intern's attention and the students were thereby in a position to isolate and act upon concerns not readily identifiable in the day-to-day functioning of the department.

Since a primary goal of the intern program was to enable the students to acquire an understanding of the total expanse of Georgia state government—to gain an insight into its purposes, organization, problems, and methods of operation—a series of seminars focusing on a variety of issues requiring public policy was designed to complement the intern projects and broaden the total learning

experience. High-ranking officials in various government chaired the meetings, each of with about twenty students serving in diverse areas. Because the sessions stressed a dialogue rather than an answer format, the interns were able both to report on their individual projects and in school to the present their opinions directly to personnel responsible for making in the areas under discussion.

In bringing the interns together, the service-learning point of unity for the program, giving the students (working outside the Atlanta area) a chance to become familiar with each other's projects, and to make of identity with the program as a whole.

The development of skills in problem-solving and relationships was of high priority. Placements of well-defined tasks designed by the agency in the intern in agency programs. Interns were encouraged to use their own means to meet an agency need and to work with co-workers and agency clients in determining solutions. In meeting the on-the-job situations and in structuring new tasks not anticipated in the original project design, many interns discovered things they had previously been unaware of.

Planning and Recruitment

Operation of a pilot intern program began in 1971. Authority for directing the program was vested in the executive secretary, with administrative support provided by additional staff from the Georgia Department of Family and Children Services, the Regional Education Board. The first week in the program government agencies were informed about

This review of the Georgia Intern Program is extracted from "Governor's Intern Program: Final Report, Summer 1971." Michael Hart is Special Assistant to the Governor for Youth Affairs and serves as Director of the Georgia Intern Program. Lonnie Ann Fredman is Assistant Director.

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Summer Governor's Intern Program was to provide university students and Georgia state government with utilization and synthesis of the resources

The interns undertook were of a professional nature. Participating agencies saw tasks essential to their operations because the department's share of the cost was a fraction of the amount at which the same task would require, the interns benefited state government through their savings.

The program offered a comprehensive service-learning experience for Georgia state government. Rather than the traditional pattern of testing theory in the field, the program stressed community-based learning with the completion of the specific task and the development of new ideas and skills. Frequently the designated areas for the engagement of the intern's efforts were thereby in a position to isolate and identify readily identifiable in the day-to-day operations.

One of the intern program was to enable the understanding of the total expanse of Georgia government and insight into its purposes, organization, and operation—a series of seminars focusing on the making of public policy was designed to address these projects and broaden the total learning

experience. High-ranking officials in various departments of state government chaired the meetings, each of which was attended by about twenty students serving in diverse areas of the program. Because the sessions stressed a dialogue rather than a question-and-answer format, the interns were able both to relate knowledge gained on their individual projects and in school to the topic at hand and to present their opinions directly to personnel influential in policy-making in the areas under discussion.

In bringing the interns together, the seminars also served as a point of unity for the program, giving the students (especially those working outside the Atlanta area) a chance to meet each other, become familiar with each other's projects, and feel a stronger sense of identity with the program as a whole.

The development of skills in problem-solving and interpersonal relationships was of high priority. Placements were made on the basis of well-defined tasks designed by the agency to actively involve the intern in agency programs. Interns were encouraged to seek their own means to meet an agency need and to become involved with co-workers and agency clients in determining these means. Additionally, in meeting the on-the-job situations and in taking the initiative in structuring new tasks not anticipated or designated by their original project design, many interns discovered abilities of which they had previously been unaware.

Planning and Recruitment

Operation of a pilot intern program began in the spring of 1971. Authority for directing the program was vested in the Governor's executive secretary, with administrative and technical assistance provided by additional staff from the Governor's office, the Department of Family and Children Services, and the Southern Regional Education Board. The first week in April, directors of state government agencies were informed about the initiation of the

Governor's Intern Program and asked to submit descriptions of projects for which they could utilize interns. The following week the Governor contacted the presidents of all colleges and universities in Georgia asking them to let their students know about the opportunity for participation in the program.

Over four hundred students applied and over twenty-five state agencies and eight area planning and development commissions requested interns. All applicants were interviewed either in person or by telephone. Screening was usually based upon maturity and interest in the program and educational classification, with priority given in the following order: (1) upperclassmen or graduate students, (2) Georgians attending Georgia schools, (3) Georgians attending out-of-state schools, (4) out-of-state students attending Georgia schools.

Two hundred students were referred to agencies for the final interview before appointment, with every effort made by the intern office to coordinate the students' interests and abilities with the departments' needs and functions. Interns and the agency supervisor had the final say in selection. Interns could accept or reject the project depending upon the challenge they saw in it. Agencies accepted or rejected students depending upon how they viewed the students' abilities to do the tasks.

Orientation

The program officially opened on June 14 with an orientation session in the State House Chambers. University and state government officials greeted the students and explained the challenges offered to them by participation in the program and the opportunities to contribute to the welfare of Georgia.

Particular attention was paid to informing the interns of the mission of the various funding agencies and the role the interns were to play in meeting agency goals. A follow-up orientation for small groups was held following the general session. At these sessions interns were briefed on their particular departments or commissions and the importance of their individual projects.

Funding and Expenses

Funds for program operation were provided by the Appalachian

Regional Commission, Coastal Economic Development Administration, Agency, Office of Economic Opportunity, development commissions, and two others. The Atlanta Urban Corps provided for eighteen students participating in the program. The Regional Education Board provided for the program was approximately \$100,000 in actual cash.

Interns were provided an education stipend of \$1,100 for graduate students and \$1,000 for undergraduates for an eleven-week period. Four stipend checks were provided at the time of the appointment, with a final check provided at the time of the final report and its acceptance by the agency supervisor.

Travel and miscellaneous expenses were reimbursed by the cooperating agencies. Expenses for travel involved in attending

Program Completion

Projects and

The major concern of the program was to provide a meaningful experience to both intern and agency. The substance and depth similar to that of professional state employees. At the time of the program a memo was sent to all supervisors stating that all interns be given challenging tasks and demand top performance from all interns.

One intern was assigned to a project for adjustment and evaluation. He made a report on the adjustment and evaluation of the interns at the project locations and discussed the interns and their supervisors so that they could be gained of what each participant had gained on individual project. For those interns who were not sufficiently challenging or were not making use of their talents, every effort was made to provide the satisfaction of both intern and agency so that all students had interesting and

Program and asked to submit descriptions of what they could utilize interns. The following week the presidents of all colleges and universities in the state were asked to let their students know about the opportunity in the program.

Over 100 students applied and over twenty-five state area planning and development commissions interviewed all applicants either in person or by mail. Selection was usually based upon maturity and program and educational classification, with priority given in the following order: (1) upperclassmen or graduate students, (2) students attending Georgia schools, (3) Georgians attending out-of-state schools, (4) out-of-state students attending Georgia schools.

Students were referred to agencies for the final selection, with every effort made by the intern to match the students' interests and abilities with the agency needs and functions. Interns and the agency supervisor discussed the selection. Interns could accept or reject the offer upon the challenge they saw in it. Agencies selected students depending upon how they viewed the intern's ability to do the tasks.

Orientation

The program officially opened on June 14 with an orientation session at the House Chambers. University and state government officials addressed the students and explained the challenges of their participation in the program and the opportunity to the welfare of Georgia.

Information was paid to informing the interns of the various funding agencies and the role the interns were to play in achieving agency goals. A follow-up orientation for small groups followed the general session. At these sessions interns discussed their particular departments or commissions and their individual projects.

Funding and Expenses

Program operation were provided by the Appalachian

Regional Commission, Coastal Plains Regional Commission, Economic Development Administration, Environmental Protection Agency, Office of Economic Opportunity, eight area planning and development commissions, and twenty-six state agencies. In addition, the Atlanta Urban Corps provided College Work-Study funds for eighteen students participating in the program and the Southern Regional Education Board provided technical assistance for administration and evaluation and granted limited funds. The total budget for the program was approximately \$250,000, with nearly \$150,000 in actual cash.

Interns were provided an educational stipend of \$935 for undergraduates and \$1,100 for graduates for full-time work for an eleven-week period. Four stipend checks were issued in the course of the appointment, with a final check of \$100 issued upon receipt of the final report and its acceptance by the interns' supervisors.

Travel and miscellaneous expenses related to the project were reimbursed by the cooperating agency. The intern office covered expenses for travel involved in attending the seminars.

Program Components

Projects and Reports

The major concern of the program was that the intern tasks be meaningful to both intern and agency and that the projects be of substance and depth similar to that of assignments undertaken by professional state employees. At Governor Jimmy Carter's request, a memo was sent to all supervisors stressing the Governor's desire that all interns be given challenging tasks and that the supervisors expect and demand top performance from all interns.

One intern was assigned to deal specifically with project adjustment and evaluation. He made a personal visit to each of the interns at the project locations and discussed program objectives with the interns and their supervisors so that a better understanding could be gained of what each participant wished to derive from the individual project. For those interns who felt their projects were not sufficiently challenging or were not called for an adequate utilization of their talents, every effort was made to strengthen the project to the satisfaction of both intern and supervisor. The goal was to see that all students had interesting and meaningful assignments and that

the individual departments were able to gain optimum benefit from the talents and abilities of the interns working with them.

Upon completion of the full-time assignment, each intern was given forty-five days in which to complete a final report on his project. The reports were of major significance to the program. Not only did they require the interns to analyze their summer's experience in a coherent fashion and thus enable them to acquire a more ordered perspective on the tasks they had undertaken, but the reports also served as working documents for future departmental operation.

Project reports were reviewed by agency personnel to assure validity of the facts and conclusions and to evaluate the value of the writings. Many of the reports were published in large quantities by the departments, either separately or as part of more extensive agency documents, and were widely distributed to persons and organizations to whom the findings would be relevant.

The intern office retained a copy of all reports and published a compendium detailing the contents of each.

Important components of the program in addition to the projects and reports were the seminars, informal meetings with the Governor's staff, a periodic newsletter, social functions at the mansion, and a retreat for about twenty interns at the end of the program.

Seminars

The seminars dealt with eleven topics relevant to the potentials and problems facing Georgia. Knowledgeable officials in appropriate departments of state government served as discussion leaders. Though individual sessions varied in format—two of the seminars were field trips and several featured slide presentations—the overall emphasis upon a discussion rather than a question-and-answer approach gave interns and agency people alike the opportunity to become involved in a learning process in which both groups served as resource people.

The directors of state agencies or heads of departments within the agencies who chaired the seminars provided first-hand contact with matters concerning the individual agencies and were in positions to answer authoritatively controversial questions related to their department's scope of responsibility.

Interns brought their specific projects and academic experiences

directly to bear upon the topics at hand. The input of their ideas into receptive chair sessions included interns from a variety of backgrounds. The diversity of interest and perspective helped relate the program to the general milieu of state government.

Meetings with Governor

Small informal meetings with members of the Governor's staff to discuss any ideas, problems, or concerns relating to Georgia government or the program provided another opportunity for the students. This communication both among state officials and between the interns and into direct contact with the operations of the Governor's office.

Newsletter

A periodic newsletter, *INTERNAL*, was published by the intern serving in the Governor's press office to keep supervisors abreast of current happenings and to provide as a forum for discussion of points of interest and philosophy. Future plans call for the publication on a weekly basis with one intern project development communication.

Social Functions

An especially enjoyable aspect of the program was the opportunity to attend social functions at the mansion and a party at the home of one of the Interns serving out of town were particularly good opportunities to get acquainted with their hosts and to have more of a sense of identification with the state.

Retreat

Toward the end of the summer in October, the interns were notified of a retreat planned for approximately November. The discussion Goals for Georgia and to re-

individual departments were able to gain optimum benefit from the talents and abilities of the interns working with them.

At the completion of the full-time assignment, each intern was given thirty-five days in which to complete a final report on his assignment. The reports were of major significance to the program. Not only do they require the interns to analyze their summer's work in a coherent fashion and thus enable them to acquire a broader perspective on the tasks they had undertaken, but the reports also served as working documents for future departmental use.

All reports were reviewed by agency personnel to assure the accuracy of the facts and conclusions and to evaluate the value of the reports. Many of the reports were published in large quantities by the departments, either separately or as part of more extensive documents, and were widely distributed to persons and agencies to whom the findings would be relevant.

The intern office retained a copy of all reports and published a summary detailing the contents of each.

Other important components of the program in addition to the projects and reports were the seminars, informal meetings with the Governor, a periodic newsletter, social functions at the mansion, and a party for about twenty interns at the end of the program.

Seminars

Seminars dealt with eleven topics relevant to the potential problems facing Georgia. Knowledgeable officials in appropriate departments of state government served as discussion leaders. Individual sessions varied in format—two of the seminars included trips and several featured slide presentations—the overall emphasis was upon a discussion rather than a question-and-answer format. Seminars gave interns and agency people alike the opportunity to become involved in a learning process in which both groups served as participants.

Directors of state agencies or heads of departments within agencies who chaired the seminars provided first-hand contact with the problems concerning the individual agencies and were in positions to answer authoritatively controversial questions related to their agencies' scope of responsibility.

Each intern brought their specific projects and academic experiences

directly to bear upon the topics at hand and had the opportunity for input of their ideas into receptive channels. Because each of the sessions included interns from a variety of departments, the diversity of interest and perspective helped relate the specific seminar subject to the general milieu of state government.

Meetings with Governor's Staff

Small informal meetings with members of the Governor's staff to discuss any ideas, problems, or concerns the interns might have relating to Georgia government or the intern program provided another opportunity for the students to establish lines of communication both among state officials and themselves and to come into direct contact with the operations of the state's highest elected office.

Newsletter

A periodic newsletter, *INTERNAL Review*, compiled by an intern serving in the Governor's press office, kept interns and supervisors abreast of current happenings in the program and served as a forum for discussion of points of project and program philosophy. Future plans call for the publication of the newsletter on a weekly basis with one intern project devoted exclusively to internal communication.

Social Functions

An especially enjoyable aspect of the program for the interns was the opportunity to attend social functions at the Governor's mansion and a party at the home of one of the Governor's staff members. Interns serving out of town were particularly pleased with these opportunities to get acquainted with their colleagues and thus to feel more of a sense of identification with the program.

Retreat

Toward the end of the summer interns and supervisors were notified of a retreat planned for approximately twenty-five interns to discuss Goals for Georgia and to review the intern program.

Participants were selected on the basis of their interest in attending and on recommendations by the supervisors. The retreat was held August 26-28 at the Unicoi National Outdoor Recreation Experiment Station near Helen, Georgia. Position papers were developed on Goals for Georgia in the areas of education, protection of persons and property, social development, and natural environment. A comprehensive list of suggestions for future program operation was drawn up and Goals for Georgia Workbooks were filled out. The experience showed that such a relaxed setting is highly conducive to thoughtful and intensive reflection and discussion and serves as a valuable means of integration of program objectives—the problems and concerns each intern formerly identified from the perspective of his own project are now seen as they relate to the overall realm of state government. A greater frequency of such sessions is planned for future programs.

Intern Profile

Since placement in the 1971 Governor's Intern Program was based on a combination of interest, motivation, and academic major, the 136 students who participated in the program constituted a diverse group of individuals. The following is a capsule summary of statistics and information pertinent to this past summer's interns.

Personal Profile

A composite data profile on the interns as a group showed the average age to be 21.5 years. Breakdowns according to sex and marital status show that 103 (76 percent) interns were male, 33 (24 percent) female; 115 (85 percent) of the total group were single and 21 (15 percent) married. A total of 109 (80 percent) interns were white and 27 (20 percent) represented minority groups.

Educational Profile

Students from thirty-eight colleges and universities participated in the intern program. Twenty Georgia colleges were represented by 84 percent of the interns. Eighty-one (60 percent) interns were undergraduates while the remaining 55 (40 percent) held an undergraduate degree and had either made plans to begin or were

already engaged in a graduate or professional program. The following table and list indicate the distribution of the program participants.

Distribution of Academic Majors and 1971 Governor's Interns

Academic Majors

Social science, education,
political science, government
Business, economics, management,
accounting
Law
Humanities, journalism, music,
English, foreign languages,
philosophy
Architecture, landscape
architecture, engineering
Agriculture, forestry, recreation,
physical education
Natural science, mathematics
Medicine, dentistry

Participating Colleges and Universities Governor's Intern Program

Albany State College	Georgia
Armstrong State College	Georgia
Atlanta University	Georgia
Augusta College	Georgia
Clark College	Medicine
Clemson University	Merced
Columbus College	Middle
Dartmouth College	Michigan
Emory University	More
Florida State University	Morris
Furman University	New
Gardner-Webb College	New
Georgia Institute of Technology	North

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ern formerly identified from the perspective of
ow seen as they relate to the overall realm of
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already engaged in a graduate or professional degree program. The
following table and list indicate the diversity of educational back-
grounds of the program participants.

**Distribution of Academic Majors Among Interns in the
1971 Governor's Intern Program**

Academic Majors	N	%
Social science, education, political science, government	66	48
Business, economics, management, accounting	23	17
Law	11	8
Humanities, journalism, music, English, foreign languages, philosophy	12	9
Architecture, landscape architecture, engineering	9	7
Agriculture, forestry, recreation, physical education	5	4
Natural science, mathematics	8	6
Medicine, dentistry	2	1

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**Participating Colleges and Universities—1971
Governor's Intern Program**

Albany State College	Georgia Southern College
Armstrong State College	Georgia Southwestern College
Atlanta University	Georgia State University
Augusta College	Georgia, University of
Clark College	Medical College of Georgia
Clemson University	Mercer University
Columbus College	Middle Tennessee State
Dartmouth College	Michigan, University of
Emory University	Morehouse College
Florida State University	Morris Brown College
Furman University	New Hampshire, University of
Gardner-Webb College	New York University
Georgia Institute of Technology	North Carolina, University of

Northwestern University
 Notre Dame, University of
 Pennsylvania, University of
 Sam Houston State College
 Savannah State College
 Smith College

Spelman College
 Vanderbilt University
 Virginia, University of
 Wesleyan College
 West Georgia College
 Yale University

Agency Profile

The interns served in the twenty-six state agencies and the eight planning commissions listed below.

Department of Corrections
 Department of Defense
 State Department of Education
 Department of Family and
 Children's Services
 Forestry Commission
 Department of Public Health
 Highway Department
 Department of Industry and Trade
 Department of Labor
 Office of Lieutenant Governor
 Merit System of Personnel
 Administration
 Board of Pardons and Paroles
 Bureau of Planning and
 Community Affairs
 Department of Probation
 Department of Public Safety
 Purchasing Department
 Regents of University System
 of Georgia

Department of Revenue
 Department of Game and Fish
 Governor's Intern Program Office
 Department of Audits
 Georgia Recreation Commission
 State Office of Economic
 Opportunity
 Office of the Governor
 Reorganization Office
 Goals for Georgia Program

Area Planning Commissions

Slash Pine APDC
 Chattahoochee-Flint APDC
 Middle Georgia APDC
 North Georgia APDC
 Central Savannah River APDC
 Southeast Tennessee
 Development District
 Coastal Plains APDC

Conclusions and Projections

The intern program staff sees the short pre-planning period as the main weakness of this summer's program. In addition to as extensive an interviewing process as the program and supervisors wanted, a more thorough briefing of the supervisors on the overall objectives of

the program was also hampered by the time

Limited funding was another handicap. Students who applied could be placed because more colleges offer academic credit for the program. The pressure for additional funding should be lessened.

What we view as a strong point of this program is the view by the intern from the program office to each agency. This view is as a weakness because it was not as extensive as we liked; we would have preferred to provide more so that each intern could have received consistent feedback during the summer. Overall, the program was well received and gained the praise of Governor, intern, and staff. A year rather than a couple of months to plan the summer, the intern office will not only be able to correct program weaknesses but will be able to handle components not realized this year.

Because of the acceptance of the intern program by students, and agencies and the Governor's office, greater student involvement, the Governor's office; its primary goal is the establishment of an intern program. The program will be supported by federal funds.

It is anticipated that the intern program will develop practices and procedures developed in the program; at the same time it will explore alternative methods.

For programs affecting a specific region, the Regional Commission or the Coastal Plain Commission efforts will be made to place more students in state agencies in Atlanta. Tasks for interns will be closely related to the state's goals for the future. The agencies will continue to have the flexibility to guide the interns; however, guidance will benefit them the most; however, guidance will be provided.

Serious consideration is now being given to opportunities for students to become involved in projects whose solution can be approached from the perspective of different agencies. Air and water pollution, education, and early child care are examples of areas that will receive particular attention as the program develops. Areas of concern rather than on a multiplicity of departmental tasks as were undertaken this year.

Spelman College
Vanderbilt University
Virginia, University of
Wesleyan College
West Georgia College
Yale University

Agency Profile

Twenty-six state agencies and the eight below.

Department of Revenue
Department of Game and Fish
Governor's Intern Program Office
Department of Audits
Georgia Recreation Commission
State Office of Economic
Opportunity
Office of the Governor
Reorganization Office
Goals for Georgia Program

Area Planning Commissions

Slash Pine APDC
Chattahoochee-Flint APDC
Middle Georgia APDC
North Georgia APDC
Central Savannah River APDC
Southeast Tennessee
Development District
Coastal Plains APDC

Issues and Projections

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e supervisors on the overall objectives of

the program was also hampered by the time element.

Limited funding was another handicap. Only 136 of the 400 students who applied could be placed because of lack of funds. As more colleges offer academic credit for the internship experience the press for additional funding should be lessened.

What we view as a strong point of this year's program—the visits by the intern from the program office to each of the interns—we also view as a weakness because it was not as extensive as we would have liked; we would have preferred to provide more supporting services so that each intern could have received consultative visits throughout the summer. Overall, the program was extremely successful and gained the praise of Governor, intern, and supervisor alike. By having a year rather than a couple of months to plan the program for next summer, the intern office will not only be able to correct current program weaknesses but will be able to build in many additional components not realized this year.

Because of the acceptance of the intern program by colleges, students, and agencies and the Governor's personal commitment for greater student involvement, the Governor has established a Youth Affairs Office; its primary goal is the establishment of a year-round intern program. The program will be supported by state, local, and federal funds.

It is anticipated that the intern program will continue the practices and procedures developed in establishing this year's program; at the same time it will explore alternative approaches.

For programs affecting a specific region such as the Appalachian Regional Commission or the Coastal Plains Regional Commission, efforts will be made to place more students in the region rather than in state agencies in Atlanta. Tasks for interns will be defined more closely related to the state's goals for the region. State and local agencies will continue to have the flexibility to define projects which will benefit them the most; however, guidelines will be established.

Serious consideration is now being given to expanding the opportunities for students to become involved with specific problems whose solution can be approached from the perspective of a variety of different agencies. Air and water pollution projects, drug education, and early child care are examples of projects which will receive particular attention as the program moves to focus on broad areas of concern rather than on a multitude of particularized departmental tasks as were undertaken this past summer.

As the Georgia Intern Program expands, two components will receive particular attention. Local government and institutions of higher education will be encouraged to play a greater role in the program. Placement possibilities in city, county, and multi-county agencies open the door to unlimited internships. As colleges move more and more into the area of off-campus education, the model established by the intern program should be a natural vehicle. When academic credit is awarded for the intern experience, the numbers of interested students should rise significantly.

The Georgia Intern Program staff will become brokers rather than administrators as the program expands. By advocating internships, providing technical assistance, securing funds, and conducting training sessions the staff should be able to provide opportunities for all students interested in community involvement, assist in developing youth leadership, and supply a needed manpower resource.

Guidelines for Further Development and Expansion of the Texas Service-Learning Program

H. Merrill Goodwyn, Jr.

Introduction

The objective of this report is to present recommendations and guidelines for the implementation and administration of an intern program based on the service-learning concept and involving the state's college students in units of state, regional, and local government. The state-wide program is to be an outgrowth of the Texas Service Learning Program (TSLP), a pilot intern program funded by a grant from the Moody Foundation of Galveston, Texas. The TSLP was coordinated by the Office of the Governor, Division of Planning Coordination (DPC), with the cooperation of the Southern Regional Education Board (SREB) and the Coordinating Board, Texas Colleges and Universities. It was conducted during the summer months of 1971 and involved twelve interns—eleven in Regional Councils of Government (CoG's) in the state and one in the DPC.

The TSLP can be considered an extension of the Resource Development Internship Program of the SREB, which has been successfully implemented in a number of federal, state, regional, and local government agencies in North Carolina, South Carolina, Tennessee, Georgia, Virginia, and Arkansas. All of the Resource Development internships are based on the concept of service and learning. Because of the general success and positive acceptance of this concept, it was adopted without reservation in the TSLP. From the extensive literature available on the Resource Development Intern Programs, an intern program terminology has been adopted and used throughout this report. Wherever the three terms *intern*, *internship*, and *service-learning* are used, they denote the following ideas:

An *intern* is an upperclassman or graduate student seeking

Merrill Goodwyn prepared this report as part of his internship assignment with the Division of Planning Coordination in the Office of the Governor in Austin, Texas. It was published in November 1971 by the Division of Planning Coordination.

professional experience in a supervised work

As differentiated from a part-time job, an internship is an experience in which the intern is placed on the ground into an actual, practical situation to make decisions of an agency as well as to solve problems. The internship, then, is a situation involving not only the intern but also the agency involved in that agency's policy decision. The intern is a faculty member familiar with the intern and who can relate the experience of the intern to the agency.

The two fundamental requirements for an internship are that it provide a needed service to the community and that it is a learning experience for the intern. Service-learning is the integration of the needed task with educational growth.

Obviously, the adoption of the program for further examination introduces a certain bias. However, experience in the TSLP has been promoted by their adoption form a program that is both an extension of the existing program and a valid involvement of the intern in the operation of the program.

The young, dynamic, and progressive nature of the accomplishment of their delegated responsibilities in the administration of the pilot program has led to the future location for administrative program. That bias, no doubt, will appear in the future.

The Individuals in an Internship

Throughout the investigation of internships, one factor dominated all other findings: the personal experience and its success, by and large, is entirely dependent upon interaction and

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professional experience in a supervised working situation.

As differentiated from a part-time or summer job, an *internship* is an experience in which the intern extends his academic background into an actual, practical situation and is exposed to the policy decisions of an agency as well as to the day-to-day aspects of problem-solving. The internship, then, is a structured learning situation involving not only the intern but also a supervisor who is involved in that agency's policy decision process and, where possible, a faculty member familiar with the intern's academic background who can relate the experience of the internship to that background.

The two fundamental requirements of a *service-learning* internship are that it provide a needed service to the sponsoring agency and that it is a learning experience for the participants, particularly the intern. Service-learning is the integration of the accomplishment of a needed task with educational growth.

Obviously, the adoption of the preceding terminology without further examination introduces a certain bias into this report. However, experience in the TSLP has shown that the concepts promoted by their adoption form a sound basis for an intern program that is both an extension of the educational process and a valid involvement of the intern in the operation of government.

The young, dynamic, and progressive attitude of the DPC staff in the accomplishment of their delegated responsibilities as well as the administration of the pilot program has also influenced my thinking on the future location for administration of a state-wide intern program. That bias, no doubt, will appear throughout this report.

The Individuals in an Intern Program

Throughout the investigation of internships and intern programs, one factor dominated all other findings. Each internship is a highly personal experience and its success, by any set of criteria, is almost entirely dependent upon interaction among the participants in the

intern program, motivation of the intern, and the relevance of the work performed to the goals of the intern, his supervisor, and his faculty advisor. Therefore, the organizational structure of a program designed to provide student interns with a meaningful learning experience and, at the same time, to provide a needed service for host government agencies must be capable of operating within the complex framework of distinct personalities motivated by different factors and striving toward diverse but hopefully not mutually exclusive goals.

At this stage, it is desirable to identify the potential participants in an internship and attempt to develop a personality for each that will be useful to the coordinator of an intern program. It is hoped that this approach will allow the intern program coordinator the flexibility to structure a program with the broadest possible appeal to students, government administrators, and educators. These four participants are the intern, the host agency supervisor, the faculty advisor, and the intern program coordinator.

The program, of course, must center on the educational development of the intern—an upperclassman or graduate student with an interest in public service but unsure of its potential as a challenging career and of his ability to significantly influence public policy. He is probably motivated by a desire to enhance the social and economic environment of himself and of his fellow man. He is also seeking a job that will correlate his academic training with "real world" experience. He is looking for an experience that will, within certain limitations, challenge his intellectual abilities or, at least, help him to realize what those abilities are. As perceived by the intern, the relevance of that experience to the social and economic problems of our society will be a factor in his desire to accept a structured internship and in his performance in that position. He may also be motivated by a promise of academic credit for the internship. But, he is still a student facing an uncertain future, facing the need for social status in life, and knowing that personal economic gain is an important factor in the future as well as the present attainment of his goals. Therefore, the adequacy of the salary or stipend he receives as an intern will be a dominant factor in his acceptance of and satisfaction with an internship appointment.

The participant with the greatest potential for influencing the intern's perception of his effectiveness as an individual and his experience within a learning context is the host agency supervisor.

Through daily contact with the intern, the supervisor places upon his shoulders the burden, or opportunity, of developing the intern's as yet unproved abilities as a product of structuring the intern's program and responding to his educational and personal growth needs, and of preparing him to seek future employment in the public service. This is a difficult task faced by the intern program coordinator. The identification of potential agency supervisory responsibilities as opportunities rather than as burdens is a key.

The intern's perception of the agency is profoundly influenced by his relationship with the supervisor. If, through his supervisor, the intern perceives the agency as sympathetic, and open to new ideas, he is more likely to be committed to the internship than another individual.

The first responsibility of an agency supervisor is to identify and its immediate as well as future needs. He must attempt to fulfill some part of those needs by providing an experience the agency could not afford without intern help. Research studies have shown that factors such as recreation, advancement, and future positions in the agency and, through the establishment of agency-university liaison, encourage agency supervisors to participate in the service aspect of a service-learning intern program from the agency supervisor's mind.

The intern's faculty advisor is a person who facilitates educational change, but his function within the agency is that of a counselor. He is thus at least one step removed from the change. He is in the tenuous position of having to help the intern, that, although the internship is structured by the agency supervisor, who is probably paying the intern's salary, expects the intern to produce results which is not necessarily consistent with the intern's growth. In those instances where the intern receives academic credit, this difference in perspective may result in the dissatisfaction of both the faculty advisor and the intern to the beginning of the internship. When the intern receives academic credit, the faculty advisor could find the intern to be somewhat superficial since the merit of his work will be judged primarily by the academic credit.

The faculty advisor, however, can provide the intern with a learning context.

with the greatest potential for influencing the effectiveness of his effectiveness as an individual and his learning context is the host agency supervisor.

The faculty advisor, however, can provide a vital service to the

internship within a framework of mutual understanding among himself, the intern, and the agency supervisor. In the event that the intern finds it difficult to relate personally to his supervisor, the faculty advisor can fill the intern's needs as a personal advisor and friend. When the intern's project is within the faculty advisor's realm of expertise, he can be a valuable technical consultant. Under any set of circumstances, the faculty advisor must be able to relate the intern's practical experience to his academic background.

Our experiences in the TSLP indicate that, when the faculty advisor is able to relate to the intern as either personal or technical counselor or both and when this relationship is understood and respected by the agency supervisor, the faculty advisor performs an important and vital function within the service-learning context. When he is not able to perform that function, his talent as a counselor and educator is wasted and therefore his positive perception and future support of the intern program as an educational experience cannot and should not be expected.

Probably the single most important talent that the intern program coordinator must possess is the ability to recognize those personal characteristics of potential agency supervisors, interns, and faculty advisors that can be combined to form a viable internship within the context of service and educational growth. This is a formidable task. It will become even more difficult as the intern program expands to include more students, agencies, and educational institutions. Somehow, the program coordinator must be able to maintain a highly personal relationship with each of the participants in the program, at the same time expanding his contacts with agency personnel, incorporating new disciplines and projects into the program, and dealing with a whole new set of student interns each semester. The learning curve for acquisition of this talent by the program coordinator will be a shallow one.

In addition to the task of maintaining personal relationships with individuals in the program, the coordinator must administer the program, function as a clearinghouse for information on the program, act as a broker of information for existing intern programs, act as a grantsman for securing funds for the program, arrange supporting services such as conferences and seminars for the participants, and maintain some system for evaluating the program's effectiveness. Where the needs of an individual intern are not fulfilled by his agency supervisor or faculty advisor, the program coordinator

must either fill those needs or find someone else to do so. Then, he must be able to communicate with all participants in the program, particularly the agency supervisor. He will require adequate staff to perform the duties of his office so that his responsibilities for the establishment and maintenance of programs in the agencies and colleges and universities are not neglected. Interns, organization of supporting services, and constant evaluation of the program's effectiveness are also his responsibilities.

In identifying the potential participants, the coordinator attempting to describe their personal characteristics will find apparent that each cannot be assigned to a specific service-learning context. To do so would require flexibility of an intern program coordinator to play a role he is not qualified to play because of personal factors or lack of direct access to the participants.

It is more appropriate to discuss the program coordinator on the assumption that each participant normally expected to satisfy the needs of one of the other participants must be foolproof since certain needs can be met by only one participant. However, it is more flexible to assign tasks to each of the participants in a discussion.

Since the personalities of each participant have been described in some detail previously, it is apparent that needs can function here as both a selection and a basis for future use.

The intern, in the selection, defining his internship project, seeks satisfaction in the project.

1. an insight, not available in the past, into the abilities to function as a productive person;
2. correlation between academic learning and solving;
3. an insight into the problems of the service-learning sector;
4. adequate compensation for the service-learning providing;

framework of mutual understanding among the intern and the agency supervisor. In the event that the intern is unable to relate personally to his supervisor, the supervisor must relate to the intern's needs as a personal advisor and not as a technical consultant. Under any set of circumstances, the faculty advisor must be able to relate the intern's experience to his academic background.

The TSLP indicate that, when the faculty advisor relates to the intern as either personal or technical advisor and when this relationship is understood and accepted by the agency supervisor, the faculty advisor performs an advisory function within the service-learning context. To perform that function, his talent as a supervisor is not wasted and therefore his positive perception of the intern program as an educational experience should not be expected.

One of the most important talents that the intern must possess is the ability to recognize those needs of potential agency supervisors, interns, and the community that can be combined to form a viable internship program of service and educational growth. This is a task that will become even more difficult as the intern program includes more students, agencies, and educational institutions. Therefore, the program coordinator must be able to maintain a personal relationship with each of the participants in the program, while at the same time expanding his contacts with agency supervisors, bringing new disciplines and projects into the program, and working with a whole new set of student interns each year. The learning curve for acquisition of this talent by the coordinator will be a shallow one.

One of the major tasks of maintaining personal relationships with agency supervisors, the coordinator must administer the program as a clearinghouse for information on the needs of the community for existing intern programs, for securing funds for the program, arrange such as conferences and seminars for the community, and maintain some system for evaluating the program's effectiveness. If the needs of an individual intern are not fulfilled by the agency supervisor or faculty advisor, the program coordinator

must either fill those needs or find someone who will. Of necessity, then, he must be able to communicate effectively with the participants in the program, particularly with the college students. He will require adequate staff to perform the purely administrative duties of his office so that his time can be devoted to the establishment and maintenance of personal contacts in government agencies and colleges and universities, interviews with potential interns, organization of supporting services for the program, and constant evaluation of the program's effectiveness.

In identifying the potential participants in an internship and attempting to describe their personalities in broad terms, it becomes apparent that each cannot be assigned a specific role within the service-learning context. To do so would unnecessarily limit the required flexibility of an intern program. Why ask an internship participant to play a role he is not capable of fulfilling because of personal factors or lack of direct access to the intern on a daily basis?

It is more appropriate to discuss the needs of each program participant on the assumption that, if a need arises and the participant normally expected to satisfy that need cannot do so, then one of the other participants must step in. This approach is not foolproof since certain needs can only be met by one of the participants. However, it is more flexible than the simple assignment of tasks to each of the participants described in the previous discussion.

Since the personalities of each participant in an internship have been described in some detail previously, a relatively concise listing of needs can function here as both a summary and a set of guidelines for future use.

The intern, in the selection, definition, and accomplishment of his internship project, seeks satisfaction of the following needs:

1. an insight, not available in the academic community, into his own abilities to function as a productive member of society;
2. correlation between academic theory and actual problem-solving;
3. an insight into the problems and operation of the public sector;
4. adequate compensation for the services he is capable of providing;

5. early assurance of his assignment as an intern and a clear definition of the scope of his project;
6. adequate physical facilities in which to work;
7. a concise definition of his role and status in the agency in which he works;
8. a knowledge of why his work is important to the agency, a clear picture of its impact on the agency's operation, and a knowledge of his host agency's function within the larger framework of state, local, or regional government;
9. an orientation in the overall operation of his host agency and immediate involvement in productive work for that agency;
10. guidance in his personal ability to function effectively in a new environment;
11. technical assistance in the accomplishment of his assigned project(s);
12. permissive but concerned supervision of his work;
13. adequate exposure to the policy process to assure an understanding of his supervisor's and agency's abilities and limitations in that process;
14. candid and competent evaluation of his progress and abilities;
15. a receptive atmosphere for discussion and evaluation of his own ideas and perspectives;
16. an understanding of the needs of the agency supervisor, faculty advisor, and program coordinator and of their functions and responsibilities in the internship.

The host agency supervisor in the selection of an intern, the definition of his project and responsibilities, and the supervision and guidance of the intern's progress needs:

1. additional manpower to serve the agency's needs effectively;
2. assurance that the intern is capable and willing to serve those needs;
3. assurance that the intern will fit in to the overall operation of his agency;
4. guidance in the selection and definition of a project within the service-learning internship context;
5. an understanding of his authority and its limitations over the intern as a quasi-member of his staff;

6. assurance that the intern is performing within the limits of his capability;
7. an understanding of the needs of the agency supervisor and program coordinator and their functions in the internship.

The faculty advisor as technical and administrative supervisor has the following intern needs:

1. assurance that the internship is a learning experience for the intern and possibly for himself;
2. satisfaction that the project is a challenge to the intern's abilities and an extension of his academic knowledge;
3. exposure, through the intern, to the needs of the community sector;
4. a feeling of adequacy and importance in the project;
5. an opportunity to follow academic and professional interests in social and educational change;
6. adequate compensation for the extra time and effort of the advisor or relief from his normal load;
7. an understanding of the needs of the agency supervisor, and the program coordinator and of their functions and responsibilities in the internship.

The needs of the intern program coordinator in existing internships, develops new ones, and provides services associated with an intern program are:

1. personal contact with a majority of the interns in the program;
2. control over individual internships to assure adherence to the service-learning program;
3. assurance that participants in the program will follow the guidelines for service-learning;
4. assurance of adequate funding to support the programs and for development of new programs;
5. administrative support for routine tasks to allow freedom for tasks requiring professional judgment;
6. strong policy support from his supervisor.

of his assignment as an intern and a clear scope of his project;
facilities in which to work;
of his role and status in the agency in

why his work is important to the agency, and its impact on the agency's operation, and a host agency's function within the larger local, or regional government;
in the overall operation of his host agency and his contribution in productive work for that agency;
his personal ability to function effectively in a position of assistance in the accomplishment of his assigned

concerned supervision of his work;
exposure to the policy process to assure an understanding of his supervisor's and agency's abilities and the policy process;
competent evaluation of his progress and a supportive atmosphere for discussion and evaluation of his objectives;
insight into the needs of the agency supervisor, and program coordinator and of their functions in the internship.

supervisor in the selection of an intern, the rights and responsibilities, and the supervision and progress needs:

power to serve the agency's needs effectively;
the intern is capable and willing to serve those

the intern will fit in to the overall operation of

selection and definition of a project within the internship context;
of his authority and its limitations over the members of his staff;

6. assurance that the intern is performing up to and within the limits of his capability;
7. an understanding of the needs of the intern, faculty advisor, and program coordinator and their functions and responsibilities in the internship.

The faculty advisor as technical and educational counselor to the intern needs:

1. assurance that the internship is a learning experience for the intern and possibly for himself;
2. satisfaction that the project is a challenge to the intern's abilities and an extension of his academic background;
3. exposure, through the intern, to problem-solving in the public sector;
4. a feeling of adequacy and importance in the advisory role;
5. an opportunity to follow academic interests and to participate in social and educational change;
6. adequate compensation for the extra time he spends as intern advisor or relief from his normal load as a faculty member to devote time to his advisory responsibilities;
7. an understanding of the needs of the intern, the agency supervisor, and the program coordinator and their functions and responsibilities in the internship.

The needs of the intern program coordinator as he administers existing internships, develops new ones, and supervises the various services associated with an intern program include:

1. personal contact with a majority if not all of the participants in the program;
2. control over individual internships to the extent necessary to assure adherence to the service-learning concept;
3. assurance that participants in the intern program understand and follow the guidelines for service-learning internships;
4. assurance of adequate funding to finance and control existing programs and for development of new internships and concepts;
5. administrative support for routine tasks in the program so as to allow freedom for tasks requiring personal attention;
6. strong policy support from his supervisors and from any other

group or individuals responsible for policy input to the program.

When one surveys the personalities and needs of internship participants as described in the preceding pages, one senses the strong interdependence of the individuals involved in a service-learning concept. This interdependence can best be described as a "partnership in learning."* That partnership is a potential learning experience not just for the intern but also for the other participants in the program. Based on mutual trust and understanding among government administrators, college students, and faculty members of the state's colleges and universities, the service-learning internship program can become a viable extension of the process of higher education in Texas.

Development of an Expanded Intern Program

Although the success of any intern program eventually depends upon the participants in individual internships, a framework for coordination of a number of internships is required if intern programs in units of state, regional, and local government are to become a viable extension of the process of higher education.

This section of the report is devoted to the development of alternatives for structuring, coordinating, administering, and expanding a state-wide intern program in Texas. Topics discussed include the goals, functions, alternative structures, and guidelines for a central intern program coordinating office.

Goals

A number of goals for intern programs appear in the extensive literature available on the subject. The goal statements fall generally into two categories: general goals for the intern program and goals specifically for the office administering an intern program.

Possible goals for an intern program include:

1. provide competent and highly motivated student manpower to public-service agencies;

2. extend the process of high of the public-policy arena;
3. give immediate manpower students to sponsoring government;
4. encourage young people sector;
5. provide a pool of train recruitment by sponsoring age;
6. establish channels of com higher education and public-se
7. make the resources of t accessible to the solution of th
8. provide constructive service to participate in the solut problems.

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2. extend the process of higher education into the "real" world of the public-policy arena;
3. give immediate manpower assistance through the work of students to sponsoring government agencies;
4. encourage young people to consider careers in the public sector;
5. provide a pool of trained and qualified personnel for recruitment by sponsoring agencies;
6. establish channels of communication between institutions of higher education and public-service agencies;
7. make the resources of the colleges and universities more accessible to the solution of the community's problems;
8. provide constructive service opportunities for students seeking to participate in the solution of governmental and social problems.

Within the context of a voluntary intern program, motivation on the part of the student to participate in a public service is a safe assumption. However, that motivation is, to some degree, dependent on the remuneration available through the intern program. The ability of the student to complete successfully his internship assignment is almost entirely dependent upon the process of intern selection and that process' ability to match the student to the proper assignment. The relevance of that assignment to the intern's, not the agency's, faculty advisor's, or program coordinator's goals, will determine how meaningful it will be in the student's education. The service aspect of service-learning assumes that the program will provide needed and constructive manpower assistance to the sponsoring agency. This goal is by definition, then, an essential to the intern program we wish to establish in Texas.

Modern educators seem to feel that the missing ingredient in higher education has been its divergence from the day-to-day problems of the administrator or problem-solver in the real world. A school could not possibly simulate all or even a small portion of the situations a college graduate will face in his career. The internship, then, is the only way that a student can be exposed to these real problems in an educational context. Additionally, an internship in the public sector presents an opportunity for exposure of the intern to the public-policy process. Lack of exposure to this process is too often reflected in the public's lack of understanding that its

government must be responsive to the needs of all of the citizens it represents. In the event that a student is preparing for a career in the public sector, an internship in government is the only way he may be exposed to the policy process. If the student is not planning a public-service career, such exposure will prepare him for a more responsible role as a private citizen.

The goal of providing trained manpower for recruitment by sponsoring agencies produces some interesting observations. Having served an internship, the student becomes a more attractive employment prospect in both the public and private sector. Ironically, then, the host agency must compete on the open market for its own product. Although participants in the State Fellows Program of the University of Texas' Institute of Public Affairs interned in agencies of Texas state government, only about 30 percent of them are currently employed by the state. However, 54 percent of them are employed in both the public and private sectors in Texas and a partially overlapping 54 percent are still employed in the public sector throughout Texas and the nation. Although the statistics of this limited sample cannot be generalized to all intern programs, it is safe to say that an agency cannot rely too heavily upon an intern program's potential as a recruitment program. A majority of the agency supervisors interviewed during the course of this project were fully aware of this situation; in some cases, it produced a negative reaction on their part to internships.

Both in my interviews with agency supervisors and in some of the literature from other state's intern programs, the goal of establishing channels of communication between institutions of higher education and public service agencies was questioned. Generally, the desire for these channels among both faculty and agency personnel did not exist. Where that desire did exist, close geographic proximity between the college and the agency was usually the rule. Also, the channel between an individual faculty member and the government agency had usually been established prior to the internship.

We can turn now to an examination of the second category of possible goals, those for the office administering an intern program:

1. develop the administrative capacity to conduct an internship program stressing service and learning;
2. create a focal point for state-wide activities involving youth in community or off-campus programs;

3. educate participants in the operational aspects of the learning internship program.

A large number of activities involving internships are already established in colleges and universities. It is probably not desirable or possible to administer all of these programs from a central office. Through telephone interviews a majority of faculty members were asked for a central focal point in the state to coordinate, cooperate, fund aid, and further development of their programs. A number of these faculty contacts wanted programs more meaningful to the student context.

Functions

The specific functions of a central office administering a state-wide intern program will necessarily be determined by goals and the structure of that office. The functions, services, and duties that can be performed by staff will be presented here and will serve as a basis for which an administrative structure is developed. The functions might include:

1. direct administration of an intern program;
2. acting as a grantsman for securing funds for the program;
3. arranging supporting services for participants, such as workshops, publicity, and publication;
4. contacting agencies, colleges, and universities as potential participants in the program;
5. periodically evaluating the success of the program;
6. functioning as a clearinghouse and coordinating other intern programs involving state, regional, and local government;
7. developing a regional or some other operation of and expansion of the program if it becomes too large to administer effectively from the office.

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viding trained manpower for recruitment by
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. Although participants in the State Fellows
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y supervisors interviewed during the course of
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ews with agency supervisors and in some of the
state's intern programs, the goal of establishing
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encies was questioned. Generally, the desire for
g both faculty and agency personnel did not
esire did exist, close geographic proximity
and the agency was usually the rule. Also, the
individual faculty member and the government
en established prior to the internship.

to an examination of the second category of
for the office administering an intern program:

administrative capacity to conduct an internship
service and learning;
point for state-wide activities involving youth in
-campus programs;

3. educate participants in the operation of a meaningful service-learning internship program.

A large number of activities involving youth in off-campus programs are already established in colleges and universities in Texas. It is probably not desirable or possible to supervise, or even administer, all of these programs from a central office. However, in telephone interviews a majority of faculty contacts expressed a desire for a central focal point in the state to which they could turn for coordination, cooperation, funding aid, advice, and education in the further development of their programs. And, not surprisingly, a number of these faculty contacts wanted to know how to make their programs more meaningful to the student within an educational context.

Functions

The specific functions of a central staff for administering a state-wide intern program will necessarily depend upon the program goals and the structure of that office. However, a general set of functions, services, and duties that can be accomplished by a central staff will be presented here and will serve as the framework upon which an administrative structure is to be superimposed. Those functions might include:

1. direct administration of an intern program;
2. acting as a grantsman for securing funds to support the program;
3. arranging supporting services for participants such as seminars, workshops, publicity, and publications;
4. contacting agencies, colleges, and universities and screening them as potential participants in the program;
5. periodically evaluating the success and impact of the program;
6. functioning as a clearinghouse and broker of information for other intern programs involving students in units of state, regional, and local government;
7. developing a regional or some other coordinative network for operation of and expansion of the program if and when it becomes too large to administer effectively from a single central office.

Alternative Structures for Administration

There are four structures that could be employed to administer a state-wide intern program. Rather than consider each alternative separately, it will probably be desirable where possible to combine the strong points of each into a single mechanism and to continually adapt that mechanism to the changing needs of the program. As separate structures, however, those alternatives are:

1. *Administer the program totally in the office of the governor.* This alternative has the advantage of offering strong, continuous control over the program's development and operation from the highest level of government in the state. Since a comprehensive state-wide program would require the governor's endorsement and continuing support, administration of the program from his office almost presupposes their existence. Intern programs in Georgia, North Carolina, and South Carolina are administered through the governor's office.

An intern program administered by the governor's office is also subject to at least some of the political fortunes (or misfortunes) of the governor. In Texas, where state agencies operate somewhat independently of the governor's control, there might occasionally be a temptation to use the intern program for political gains.

2. *Coordinate the program from the governor's office but diversify some of its administrative and contact functions, particularly with units of local government, through other existing agencies and institutions.* For instance, in the TSLP, the regional councils of government were given the responsibility of contacting faculty advisors and screening potential interns for the summer. Other organizations that could serve a similar function in a diversified structure might be the Texas Municipal League and Texas City Manager's Association, the Interagency Councils, the Association of Texas Colleges and Universities, and the Coordinating Board, Texas College and University System.

To some degree, this structure offers the same advantages and disadvantages of the first alternative with the added advantage of broadening the program's exposure to more units of government and to more colleges and universities. Along with this added advantage goes the disadvantage of loss of control of internships and a possible compromise of the guidelines by which the central office may wish to operate the program. As the program grows to include a large

number of interns in all levels of government, the volume of administrative work requires some form of diversification.

3. *Create a private, non-profit program whose directors include community, municipal officials, faculty, students, and the public.* This structure would probably remove the intern program from the realm of government and would probably be more difficult for a private corporation to establish as close units of state, regional, and local government. A contractor in a high position in state government would be better suited to intern programs serving only that community.

4. *Contract for administration of the program with a public or private, non-profit institution.* An agreement with the University of Houston for its program for its headquarters near Houston could contract with any number of schools in the state for either complete administration or for certain services such as faculty seminars. It could also contract with the Texas City Managers Association for contracts in local government.

This alternative offers the advantage of the need for the additional staff and certain functions of an intern program. A member would have to monitor the program with its terms. It is doubtful, however, that a university would extend its full cooperation to a private institution which has been a state-wide program for the governor's office.

In order to broaden its appeal to all intern programs, any one of the four alternatives above could incorporate a policy advisory board operation. Such a board should include representatives of those organizations desiring to participate. Through those representatives, the program could have closer ties with the organizations they serve, and provide a broader point of

Structures for Administration

Structures that could be employed to administer a program. Rather than consider each alternative separately, it may be desirable where possible to combine them into a single mechanism and to continually adapt to the changing needs of the program. As ever, those alternatives are:

1. Administer the program totally in the office of the governor. The advantage of offering strong, continuous administration of the program's development and operation from the governor's office is that it would require the governor's endorsement and administration of the program from his office for its existence. Intern programs in Georgia, South Carolina are administered through the

governor's office. Administered by the governor's office is also subject to the political fortunes (or misfortunes) of the governor, where state agencies operate somewhat independent of the governor's control, there might occasionally be a conflict between the intern program for political gains.

2. Administer the program from the governor's office but delegate administrative and contact functions, particularly in the TSLP, the regional councils of government, through other existing agencies

For example, in the TSLP, the regional councils of government have the responsibility of contacting faculty and potential interns for the summer. Other agencies could serve a similar function in a diversified program. The Texas Municipal League and Texas City Managers Association, the Interagency Councils, the Association of Universities, and the Coordinating Board, Texas Higher Education System.

This structure offers the same advantages and disadvantages as the first alternative with the added advantage of exposure to more units of government and universities. Along with this added advantage comes the loss of control of internships and a possible confusion of lines by which the central office may wish to administer the program. As the program grows to include a large

number of interns in all levels of government in the state, the sheer volume of administrative work required will probably necessitate some form of diversification.

3. Create a private, non-profit corporation to operate the program whose directors include community residents, state and municipal officials, faculty, students, and other citizens as appropriate. This structure would probably do the most to remove the intern program from the realm of politics. On the other hand, it would probably be more difficult for the program administrator in a private corporation to establish as close a working relationship with units of state, regional, and local government as could an administrator in a high position in state government. This alternative appears to be better suited to intern programs organized in a community and serving only that community.

4. Contract for administration of the program with an existing public or private, non-profit institution. NASA has a contractual agreement with the University of Houston to administer an intern program for its headquarters near Houston. The governor's office could contract with any number of schools of public administration in the state for either complete administration of an intern program or for certain services such as faculty advisors, conferences, and seminars. It could also contract with, say, the Municipal League and Texas City Managers Association for development of intern programs in local government.

This alternative offers the advantage of relieving the governor's office of the need for the additional staff necessary to support all or certain functions of an intern program, although at least one staff member would have to monitor the contract to assure compliance with its terms. It is doubtful, however, whether one college or university would extend its full cooperation to another university or to a private institution which has been so favored as to administer a state-wide program for the governor's office.

In order to broaden its appeal to all potential participants in intern programs, any one of the four alternative structures offered above could incorporate a policy advisory board or council into its operation. Such a board should include interested representatives of those organizations desiring to participate in intern programs. Through those representatives, the program coordinator can maintain closer ties with the organizations they represent, publicize the intern program, and provide a broader point of view upon which to base

policy decisions. To become a viable element in administration of the program, however, the board must be charged with specific responsibilities rather than being called upon by the program administrator on an "as needed" basis.

Guidelines

The "Atlanta Service-Learning Conference Report, 1970" recommends ten guidelines for a service-learning intern program that I wish to present here as applicable to a state-wide program in Texas. They are:

1. Students see the importance of their assigned tasks.
2. Internships require utilization of the student's academic background.
3. Both agency supervisor and intern understand clearly their responsibilities.
4. Intern assignments do not displace regular agency employees.
5. Students consider in advance what they want to learn from their assignments.
6. All interns receive stipends for their work.
7. Students consult with academic advisors during their internships and write a report upon completion.
8. Academic recognition be accorded to students' learning experiences.
9. Adequate follow-up be carried out when appropriate so that new interns build upon the work of predecessors rather than simply repeating it.
10. Administration of the program be non-political.

Basically, the function of the program administrator is to see that these guidelines are followed whenever possible.

Administration of the Program

The single word summarizing the administration of an intern program should be *flexibility*. This section of the report reviews a number of the questions and problems that will arise in the program administrator's mind and presents some conclusions and recommendations about them. It also summarizes the findings of my

interviews with state agency directors and programs in the state. It was designed as a program administrator and presents alternatives that he may wish to experiment with, expanded program or combine into a flexible

Funding

In a nutshell, the program administrator of his most important functions will be the funds to conduct a broad-based intern program concept requires students capable of performing comparable to that of a new agency employee come "cheap"—nor do the services of a faculty to their stipends, interns and faculty advisor publication, and miscellaneous expenses for assigned tasks.

Total cost per internship in the TSLP three-month period, not including the consulting fees for SREB. Obviously, funds for the program cannot continue to come from a state Moody Foundation grant for the TSLP or governor's office.

Just as obvious, however, is the fact that to promote and control an intern program established benefit of units of government in Texas, those funds must be state monies. Some federal, local, agency, and private funds must be by the program coordinator to finance the program.

Several schemes are available to the program performance of his juggling act. First he must in the general appropriations bill or as a component of the governor's office or some state agency one-fourth to one-half of his desired operational fiscal year. With this "hard" money committed private, federal, state agency, educational, and form of matching funds, or "soft" money.

Following are methods by which he may save on expenses:

1. Since the units of state, regional,

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interviews with state agency directors and survey of existing intern
programs in the state. It was designed as a set of guidelines for the
program administrator and presents alternatives on various aspects of
them that he may wish to experiment with in the early years of the
expanded program or combine into a flexible overall program.

Funding

In a nutshell, the program administrator's most difficult and one
of his most important functions will be the acquisition of adequate
funds to conduct a broad-based intern program. The service-learning
concept requires students capable of performing at a level roughly
comparable to that of a new agency employee. Such service does not
come "cheap"—nor do the services of a faculty advisor. In addition
to their stipends, interns and faculty advisors will require travel,
publication, and miscellaneous expenses commensurate with their
assigned tasks.

Total cost per internship in the TSLP was \$1,850 for the
three-month period, not including the costs of conferences and
consulting fees for SREB. Obviously, funds for a large, continuing
program cannot continue to come from a single source such as the
Moody Foundation grant for the TSLP or from the budget of the
governor's office.

Just as obvious, however, is the fact that, if the state is going to
promote and control an intern program established primarily for the
benefit of units of government in Texas, a significant portion of
those funds must be state monies. Some combination of state,
federal, local, agency, and private funds must be continually juggled
by the program coordinator to finance the program.

Several schemes are available to the program coordinator in the
performance of his juggling act. First he must acquire, as a line item
in the general appropriations bill or as a commitment in the budget
of the governor's office or some state agency, a fund approximating
one-fourth to one-half of his desired operating budget for the next
fiscal year. With this "hard" money committed, he may then seek
private, federal, state agency, educational, and local support in the
form of matching funds, or "soft" money.

Following are methods by which he may acquire soft monies or
save on expenses:

1. Since the units of state, regional, and local government

participating in the intern program are receiving a service from the internship, they should, at a minimum, contribute all travel and publication costs of the intern. Several of those state agencies interviewed were willing to contribute a portion or all of the intern's stipend if they were given sufficient time to include the item in their budget preparations. (The guidelines for implementation of the State Employees Training Act of 1969 as published in an official memorandum by Governor Smith on October 31, 1969, provide for funding of intern programs. Presumably, these guidelines form a basis for intern program funding requests by state agencies.) The response of a number of the regional councils of government participating in the TSLP indicate a willingness to bear at least a portion of the cost of future interns.

2. Colleges and universities can donate the salary of a faculty advisor and staff time to support or coordinate the program on campus. When the college or university offers credit for an internship, it is then a part of the school's curriculum and the faculty advisor's salary and expenses should be included in this departmental budget.

3. The program administrator may hire a full-time faculty advisor for the period of a summer to counsel as many as fifteen or twenty interns located within a relatively small area such as Austin. His single salary could represent a savings over the stipend of \$300 per advisor provided by the TSLP.

4. As the program grows, internships can be classified into categories for which specialized federal or private grants can be obtained. For example, Law Enforcement Assistance Administration (LEAA) funds could be used to finance internships in the criminal justice field. Many of the private foundations in Texas (of which there are approximately 250) finance only projects in their specific areas of interest. A complete list of private foundations in the nation, organized by state, can be found in *The Foundation Directory*, which is published periodically by the Russell Sage Foundation in New York.

5. Although the faculty advisor can contribute significantly to an internship, the needs of the intern normally fulfilled by the advisor could be fulfilled by another participant in the internship. Then the cost of the faculty advisor would be eliminated but possibly at the expense of the support of the academic community. This alternative, of course, should not be considered when academic

credit is offered for the internship.

Unfortunately, the financial success of the program depends to a large degree on the coordinator's ability to secure such credit. However, the program is well enough managed to receive reception by the participating units of government willing to contribute a substantial portion of the program's expenses.

Publicity for a State-wide Program

In order to expand the TSLP to include more units of state and local government and to make it a public vehicle, a publicity vehicle must be developed by the TSLP office. Several options are available and, as the program grows, some of them will probably be used as needed.

First, a brochure describing the program and its operation can be general in nature and potential for learning of the program. If used more than one or two years, it should be updated. Agencies participating in the program or sponsoring interns. Instead, it can categorize the types of agencies and give a range of stipends. This brochure can be used as a publicity vehicle for the program and as a guide for government as well as to colleges and universities.

Second, a bulletin aimed specifically at government agencies. Printed. This bulletin could be distributed to government agencies in the quantities needed for posting on departmental bulletin boards. It should emphasize and sell those points about the program that college students are interested in, especially application procedures.

Third, personal letters from the highest office administering the program can be sent to the heads of government at the state, regional, and local levels. Letters to the heads of the colleges and universities in the state. Letters to the heads of units of government can emphasize the benefits of the program and the letter to college presidents can emphasize learning aspects. Both letters should specify the unit of government or the college to coordinate the program with its administrative office.

Fourth, and probably most important,

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Unfortunately, the financial success of the program will depend
to a large degree on the coordinator's ability to acquire soft funds. If,
however, the program is well enough managed to acquire a positive
reception by the participating units of government, they will be more
willing to contribute a substantial portion of the intern's stipend and
expenses.

Publicity for a State-wide Program

In order to expand the TSLP to include more college students
and units of state and local government as well as the CoG's, some
publicity vehicle must be developed by the program's administrative
office. Several options are available and, as the program develops, all
of them will probably be used as needed.

First, a brochure describing the program can be printed. The
brochure can be general in nature and present the objectives,
operation, and potential for learning of the program. In order to be
used more than one or two years, it should not contain specific
agencies participating in the program or specific stipends offered to
interns. Instead, it can categorize the types of internships offered and
give a range of stipends. This brochure can be the most generally
used publicity vehicle for the program and can be distributed to units
of government as well as to colleges and universities.

Second, a bulletin aimed specifically at college students can be
printed. This bulletin could be distributed to colleges and universities
in the quantities needed for posting on departmental bulletin boards.
It should emphasize and sell those points about the program in which
college students are interested, especially available stipends and
application procedures.

Third, personal letters from the highest executive position in the
office administering the program can be sent to the directors of units
of government at the state, regional, and local levels plus presidents
of the colleges and universities in the state. The letter to the directors
of units of government can emphasize the service aspects of the
program and the letter to college presidents can emphasize the
learning aspects. Both letters should specify that a single contact
within the unit of government or the college be established to
coordinate the program with its administrative office.

Fourth, and probably most important, will be personal contact

between the program administrator and the potential or existing participants in the program. As can be seen in the section on my interviews with state agency directors, personal salesmanship is probably the most effective means of promoting the philosophy and operation of an intern program and of avoiding misunderstanding about its goals. It would be desirable for the program administrator to talk with college students around the state in classes, seminars, or assemblies, but it is doubtful whether he could contact a significant number of them in the period of one or two years. However, this tactic may work as a method of recruiting students in a special field such as public administration, engineering, or social work.

One of the important functions that can be served by the faculty advisors or by members of an advisory board is that of publicizing the program to students and to units of government. Faculty and advisory board members who are enthusiastic about the program could greatly expand the number of personal contacts that the program administrator needs to make and could, through an understanding of the service-learning philosophy, serve as a valuable input to the intern selection process. A majority of the interns in the 1971 program were selected by faculty members and, realistically, faculty input to the selection process may be the only way to conduct a program involving a much larger group of interns.

The Selection of Interns and Faculty Advisors

The process of selection of interns and faculty advisors will be tedious and time-consuming but will be critical to the success of the program, particularly in its initial phases. I suggest that several methods be used and that the method remain flexible as the program adapts to changing needs and structures.

In the 1971 program, both interns and faculty advisors were selected by the directors of the host CoG's with some help from the DPC staff. This method of selection encouraged the opening of channels of communication between the CoG and the colleges and universities of each participating region. Since the development of such linkages is a potential goal of the intern program, that development should be continued. It also seems logical that the selection of interns and faculty advisors for internships in units of local government could be accomplished in a similar manner with the same potential goal in mind.

It may, however, be stretching the program to expect units of state government to co-sponsor interns and faculty advisors. Since most state government will be served in Austin, the program administrator should be involved in the recruitment and selection process. Directors from committing their agency to the program administrator should agree to recruiting potential participants in state government recruitment process for each agency should its being accomplished, by the agency supervisor. Agreement should be reached on the project, the academic background and desired intern, the desirability of the project, the advisor, and whether the project is suitable for the participation of a faculty advisor will provide the agency supervisor with these criteria agreed upon, the program administrator provide the agency supervisor with selection process and final selection could then be after interviewing each candidate.

The program administrator would provide students through the application process section on publicity. He could interview sending him to an agency supervisor for program becomes very large, this would be an expensive process. (This personal interview should be mented with in the early stages of the program it produced results that are beneficial to the process should require only one trip to Austin own expense and should occur at least after internship begins.

Selection of faculty advisors for an internship should be accomplished in several ways. It is doubtful that interviews conducted by the agency supervisor for the program among potential faculty advisors could be required to contact a potential faculty selection interview with the agency supervisor the intern is selected by the supervisor, the internship with his faculty advisor base supervisor. This process would assure the advisor with a personal interest in the internship.

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It may, however, be stretching the potential goal too far if one expects units of state government to contact and select their own interns and faculty advisors. Since most internships in units of state government will be served in Austin, the expenses and time involved in the recruitment and selection process could discourage agency directors from committing their agency to the program. Therefore, the program administrator should accept the responsibility of recruiting potential participants in state agency internships. The recruitment process for each agency should be agreed upon, prior to its being accomplished, by the agency supervisor and the program administrator. Agreement should be reached on the general nature of the project, the academic background and other qualifications of the desired intern, the desirability of the participation of a faculty advisor, and whether the project is suitable for academic credit (if so, the participation of a faculty advisor will probably be essential). With these criteria agreed upon, the program administrator can then provide the agency supervisor with several candidates for the internship and final selection could then be made by the supervisor after interviewing each candidate.

The program administrator would learn of the interest of students through the application process discussed in the previous section on publicity. He could interview each applicant prior to sending him to an agency supervisor for final selection but, if the program becomes very large, this would be a time-consuming and expensive process. (This personal interview process could be experimented with in the early stages of the program to determine whether it produced results that are beneficial to the program.) The selection process should require only one trip to Austin by the student at his own expense and should occur at least six weeks before the internship begins.

Selection of faculty advisors for an internship can be accomplished in several ways. It is doubtful whether faculty selection interviews conducted by the agency supervisor would build support for the program among potential faculty advisors. Instead, the intern could be required to contact a potential faculty advisor prior to his selection interview with the agency supervisor and, in the event that the intern is selected by the supervisor, finalize his plans for the internship with his faculty advisor based on the advice of the supervisor. This process would assure the selection of a faculty advisor with a personal interest in the intern's development and who

is familiar with the intern's background. It would also probably assure that the faculty advisor teaches in the department in which the intern is studying and ease the process of arranging for academic credit. It presents, however, the disadvantage of the agency supervisor's having to accept the faculty advisor prior to meeting him and discussing the internship with him. Alternatives include the selection of faculty advisors by the program administrator or by the agency supervisor based on the subject-matter of the project. In either case, the faculty advisor would be familiar with the project but not with the intern or with the project's potential for academic credit in the intern's curriculum unless, by coincidence, he teaches in the same school and department in which the intern is studying.

After the program has existed for several years (and assuming that the participating faculty advisors are favorably impressed with it), a core of faculty members familiar with the program will be established in schools throughout the state; they can help in publicizing the program, recommend potential interns and other faculty advisors, and advise the program administrator as to further improvements in the program. This seems to be the case with other established intern programs and is a "growing" phase that the TSLP must go through in its establishment and institutionalization. Selection of qualified interns will be, then, somewhat dependent on the contacts developed among faculty members, the program administrator, and directors of units of government in the state and should remain flexible enough to allow for any combination of individuals and processes that can be beneficial to the program.

Academic Credit and Internships

SREB recommends that academic recognition be accorded to the intern's experience. As I have defined *internship* and *service-learning*, the intern program should be an extension of, if not a required part of, the educational process. Most college administrators seem to feel that actual experience should be incorporated into this process. It should not be difficult, then, to promote the idea of academic credit or recognition for internships. Indeed, the most difficult problem might be that of working out the details associated with offering credit in an off-campus situation.

Academic credit for internships may be offered either directly or indirectly. Using the full-time summer internship as an example, the

two methods might work as follows. Direct credit could be given for a structured program in which the intern submits a series of reports meeting pre-established requirements. The intern, the faculty advisor and agreed upon by the agency supervisor, the intern's grade would depend primarily on the quality of the report(s), as judged by the faculty advisor. The amount of credit could vary from three to nine hours (a light load) depending upon whether the intern is working on the internship on preparation of the report(s). Indirect credit would require an agreement made prior to the internship by the faculty advisor and agency supervisor on the value of both a learning experience and a needed summer course. The direct credit method would probably require the intern to pay (and pay tuition) for a summer course or internship, or, more in line with a number of colleges today, a special problems course.

Indirect credit could be granted to a student completing an internship by requiring him to write a report on his summer work during subsequent semester. Credit could again be granted through a special problem-solving thesis or professional report for which the intern worked during the internship. (One TSLP intern doing graduate work was using the regional solid waste inventory as basic data for his thesis.) Under the direct method of granting credit, the intern would not have to pay for the credit, and, depending on the nature of the requirements, might require as close cooperation between faculty advisor and agency supervisor as the direct method.

Comments on the 1971 Texas Service

Several important factors contributed to the success of the TSLP. A majority of the participating CoG's had a number of projects in which they were working. The interns were treated as staff members, and the work of the CoG was considered as important as that of professional staff. Another important factor was the close relationship of faculty advisors to the CoG offices which was a working relationship among the program participants.

intern's background. It would also probably be easier if the faculty advisor teaches in the department in which the intern is working and ease the process of arranging for academic credit. However, the disadvantage of the agency supervisor is that he must meet the faculty advisor prior to meeting him and establish a rapport with him. Alternatives include the selection of the intern by the program administrator or by the agency supervisor on the subject-matter of the project. In either case, the faculty advisor would be familiar with the project but not with the intern. The project's potential for academic credit in the future is, unless, by coincidence, he teaches in the same department in which the intern is studying.

The program has existed for several years (and assuming that the faculty advisors are favorably impressed with the program) and its members familiar with the program will be able to help throughout the state; they can help in the selection of interns, recommend potential interns and other faculty members to advise the program administrator as to further development of the program. This seems to be the case with other programs and is a "growing" phase that the TSLP is in its establishment and institutionalization. The future of the program will be, then, somewhat dependent on the support of the program among faculty members, the program directors of units of government in the state and the public enough to allow for any combination of these factors that can be beneficial to the program.

Academic Credit and Internships

It is that academic recognition be accorded to the intern as I have defined *internship* and *service-learning*, would be an extension of, if not a required part of the process. Most college administrators seem to feel that it should be incorporated into this process. It is, then, to promote the idea of academic credit for internships. Indeed, the most difficult problem in working out the details associated with offering academic credit is this situation.

For internships may be offered either directly or indirectly. A full-time summer internship as an example, the

two methods might work as follows. Direct credit could be offered for a structured program in which the intern produces a report or series of reports meeting pre-established requirements set forth by the faculty advisor and agreed upon by the agency supervisor. The intern's grade would depend primarily upon the quality of his report(s), as judged by the faculty advisor. The amount of credit could vary from three to nine hours (a light to moderate summer load) depending upon whether the intern spent part or all of his internship on preparation of the report(s). The direct credit situation would require an agreement made prior to the internship between the faculty advisor and agency supervisor on a program that provided both a learning experience and a needed service to the agency. The direct credit method would probably require the student to register (and pay tuition) for a summer course which could be called an internship, or, more in line with a number of such courses offered in colleges today, a special problems course.

Indirect credit could be granted to a student who has served an internship by requiring him to write a report about some aspect of his summer work during subsequent semesters. This credit could again be granted through a special problems course or through a thesis or professional report for which the data was gathered during the internship. (One TSLP intern doing graduate work in forestry is using the regional solid waste inventory he developed during the summer as basic data for his thesis.) Under this indirect method of granting credit, the intern would not have to register and pay tuition and, depending on the nature of the required work, may not require as close cooperation between faculty advisor and agency supervisor as the direct method.

Comments on the 1971 Texas Service-Learning Program

Several important factors contributed to the initial success of the TSLP. A majority of the participating CoG's were relatively new, had a number of projects in which they were interested, and usually lacked the full-time staff needed to pursue those projects. Most of the interns were treated as staff members, and their contribution to the work of the CoG was considered as important as the work of the professional staff. Another important factor was the close proximity of faculty advisors to the CoG offices which produced in many cases a working relationship among the program participants that would be

difficult to duplicate in internships located in areas away from students' colleges and universities.

Two conferences which brought the interns together to discuss their projects, mutual problems, and personal observations were also important to the program.

Several problems surfaced during the pilot program which must be addressed by the administrator of a future program. The relationship of the intern to his faculty advisor was not a productive one in all cases. This problem resulted from the distance between the advisor's and intern's offices, personality conflicts or, as in one case, responsibilities assigned the intern by his faculty advisor which were beyond the scope of his project and contrary to program guidelines. While the selection and matching of projects, interns and faculty advisors in the pilot program was a problem, the process was more successful than it might have been given the short period of time in which it was accomplished (approximately one month). Payment of student and faculty stipends and travel and miscellaneous expenses also presented some problems in the pilot program because of administrative delays and wide variations in project expenses.

The pilot TSLP conducted during the summer of 1971 was at least as successful as was hoped for by the Division of Planning Coordination. Response of the interns to the program was almost entirely positive and enthusiastic. Response of the CoG directors as reflected in their letters and comments about the program and their requests for continuation of the program and expansion into more regional councils was just as positive. Letters from faculty advisors have been favorable and have offered a number of suggestions for improvement. Although SREB's participation and guidance in the pilot program was invaluable and to a great degree responsible for its success, the consensus among those of us who worked with the program seems to be that with the experience gained this summer the DPC staff is now capable of conducting the entire program in the future.

Virginia Resource Development Internship Program— Summer 1970

State Council of Higher Education for Virginia

Between April and June the State Council of Higher Education for Virginia initiated a program which placed forty-three students in responsible, well-planned jobs with a wide variety of public-service agencies. Over the summer, the students worked on problems ranging from environmental planning to cost-accounting systems. Their work and the reports they wrote on their findings provided much-needed help to the host agencies and unique educational experience for the students.

At a time when students are allegedly losing faith and interest in social institutions, it is the experience of the Virginia program that a great many students are enthusiastically trying to work with these institutions, that the institutions are benefiting from the students' work, and that the students are learning from the experience.

In developing its own program, the State Council worked in close cooperation with institutionally based programs at the University of Virginia, Lynchburg College, Virginia Polytechnic Institute, and Virginia Military Institute. By combining financial and administrative resources, both the state and the individual institutions accomplished more than either could have done alone.

To support the program the State Council supplemented state funds with direct and indirect contributions from the host agencies, the Southern Regional Education Board (SREB), the Tennessee Valley Authority, the College Work-Study Program, the Economic Development Administration and the Office of Education.

Goals and Structure

The Virginia Resource Development Internship Program has three objectives:

1. to provide competent and highly motivated student

This report of Virginia's pilot service-learning program was published by the State Council of Higher Education for Virginia in the fall of 1970.

- manpower to public-service agencies;
2. to provide college and graduate students with responsible public-service work and personal development;
3. to establish links between higher education and public-service agencies.

In the Virginia program each student is assigned to a host agency on a project-oriented, cooperative basis. The student's work centers on a specific project, which is defined by the host agency. The project by the Virginia program must be useful, meaningful, and personally challenging to the student. The project is completed in ten to twelve weeks. The student submits a written report on some aspect of the project.

Each intern is guided by a committee from the host agency, a faculty member from the university, and, where possible, a teacher from the other members. Initially, the committee meets with the intern and insures that the intern is agency and educationally stimulated. When the intern begins work on the project, the host agency supervision may be necessary. The committee provides the student, but individual members are responsible for and for confirmation that his work meets the agency and academic standards. Interns are encouraged to exercise considerable initiative and self-direction in their projects and reports.

This administrative arrangement insures that the program's objectives by insuring that the student's work in a project will be met. The agency expects a responsible, stimulating

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2. to provide college and graduate students with well-defined,
responsible public-service work that will enhance their education-
al and personal development;

3. to establish links between institutions of higher learning and
public-service agencies.

In the Virginia program each student works with a public-service
agency on a project-oriented, committee-directed job. That is to say,
the student's work centers on a specific area of responsibility, a
project, which is defined by the host agency. Each project supported
by the Virginia program must be useful to the agency, intellectually
and personally challenging to the student, and capable of being
completed in ten to twelve weeks. The intern is expected to produce
a written report on some aspect of his internship.

Each intern is guided by a committee consisting of a representa-
tive from the host agency, a faculty counselor from a cooperating
university, and, where possible, a third member who is familiar with
the problems involved but who has a slightly different perspective
from the other members. Initially, the committee reviews the project
with the intern and insures that it and the report are useful to the
agency and educationally stimulating to the student. When the intern
begins work on the project, the host agency provides whatever direct
supervision may be necessary. The committee does not supervise the
student, but individual members are available to him for consultation
and for confirmation that his work is meeting appropriate agency
and academic standards. Interns are, nevertheless, expected to show
considerable initiative and self-direction in planning and completing
their projects and reports.

This administrative arrangement is designed to meet the pro-
gram's objectives by insuring that the interests of each party involved
in a project will be met. The agency expects help and the student
expects a responsible, stimulating job. If either one or the other does

not gain the benefits he expects, he is unlikely to provide the effort and enthusiasm necessary for anyone to gain from the project.

The agency can be sure that the intern will be useful because the agency plays the essential role in defining what the intern's project and report will be. The Virginia program does not infringe on the agency's responsibility to determine what the agency problems are and how they can best be solved. The agency also makes the final decision on what student it will hire and has day-to-day supervision over him once he is hired. The program will help the agency find students to interview, but the agency makes the final selection and sets standards for his performance. Finally, the agency receives the indirect, and sometimes direct, benefits of the faculty counselor's expertise. Although such service to the agency is not the primary role of the faculty counselor, the intern is likely to perform better in his everyday tasks if he has someone to help him understand where exactly he is going, why he is trying to get there, and how his agency work relates to problems and ideas he has considered in an academic setting.

The student can reasonably expect a responsible, useful, and challenging job because the program does not support projects which fail to meet this description. The agency outlines what it wants done, but we make the final decision on whether we will help them do it. (Even in those cases where the agency's needs are not appropriate to the requirements of our program, we may help the agency find an interested student.) The student's educational interests are also met by the provision of a faculty counselor. Weekly conversation with the counselor should prevent the student from becoming so enmeshed in daily problems that he loses sight of what he is trying to do and, more important, why he is trying to do it. He is helped in making connections between what he is learning on the job and what he has already heard in more abstract terms in the classroom. Finally, we insist on a written report from the student. The report forces the student to take the difficult and educationally important step from merely understanding a problem to putting it in writing in such a way that his ideas are understandable and useful to someone else.

The final objective—links between college and public service—is not essential to the success of each project but is one of the greatest potential benefits from the program as a whole. There are already individuals both in colleges and in service agencies who recognize the mutual benefits that occur when these two types of institutions work

together. The internship program tries to find channels for these people, at the same time that these benefits do exist. Beyond that, there is nothing in the structure of the program that are established between college and agency. When preceding objectives are achieved, such a matter of course.

Development, Operation, of the Virginia Program

The Virginia Resource Development Program is an outgrowth of concern that Virginia might take advantage of federal College Work-Study Program, General Professional Advisory Committee, and Development Advisory Committee to increase its use of available funds. Investigation began with a survey of current programs in other states. After reviewing a number of these and some original proposals, the committee decided on a program similar to the highly successful Internship Project conducted by the Southern Regional Education Board (SREB). In addition to utilizing work-study project made use of other federal funds, the program is important, offered more to both student and agency than other proposals considered. Using the SREB, the state council developed its own program.

The actual operation of the Virginia program began in part of April when a full-time field representative and a budget proposal was submitted.

Funds for the internship program come from several sources: federal funds allocated to the State through individual educational institutions; local internship programs in cooperation with the state matching funds from Items 496 and 497 of the Appropriations Act.

SREB committed funds and some of the development of the Virginia program. Some of the funds obtained from the Economic Development Council of the Tennessee Valley Authority, they were not

he expects, he is unlikely to provide the effort necessary for anyone to gain from the project. Be sure that the intern will be useful because the essential role in defining what the intern's project is. The Virginia program does not infringe on the agency's right to determine what the agency problems are and what must be solved. The agency also makes the final selection of the intern it will hire and has day-to-day supervision of the intern while he is hired. The program will help the agency find solutions to its problems, but the agency makes the final selection and monitors the intern's performance. Finally, the agency receives the direct, immediate benefits of the faculty counselor's service to the agency; it is not the primary role of the faculty counselor, the intern is likely to perform better in his or her job if he has someone to help him understand where he is going, why he is trying to get there, and how his agency's needs and ideas he has considered in an academic

one can reasonably expect a responsible, useful, and effective program does not support projects which require no supervision. The agency outlines what it wants done, and the student makes a decision on whether we will help them do it. Where the agency's needs are not appropriate to the program, we may help the agency find an alternative. The student's educational interests are also met by the faculty counselor. Weekly conversation with the student and prevent the student from becoming so absorbed in the problems that he loses sight of what he is trying to do. He is helped in understanding what he is learning on the job and what it means in more abstract terms in the classroom. Finally, the student reports from the student. The report forces the student to take a difficult and educationally important step from a problem to putting it in writing in such a way that it is understandable and useful to someone else. The program—links between college and public service—is the success of each project but is one of the greatest strengths of the program as a whole. There are already many colleges and in service agencies who recognize the value of the program when these two types of institutions work

together. The internship program tries to encourage and provide channels for these people, at the same time trying to convince others that these benefits do exist. Beyond the use of the faculty counselor there is nothing in the structure of the program to insure that links are established between college and agency. If, however, the two preceding objectives are achieved, such links seem to develop as a matter of course.

Development, Operation, and Benefits of the Virginia Program

The Virginia Resource Development Internship Program is an outgrowth of concern that Virginia has not been taking full advantage of federal College Work-Study funds. In October 1969 the General Professional Advisory Committee requested the Resources and Development Advisory Committee to explore ways in which the state might increase its use of available work-study funds. This investigation began with a survey of current work-study programs in other states. After reviewing a number of existing program models and some original proposals, the committee recommended initiation of a program similar to the highly successful Resource Development Internship Project conducted by the Southern Regional Education Board (SREB). In addition to utilizing work-study funds, the SREB project made use of other federal money and, what is more important, offered more to both student and agency than any of the other proposals considered. Using the experience and advice of SREB, the state council developed its own program.

The actual operation of the Virginia program began in the latter part of April when a full-time field representative was hired and a budget proposal was submitted.

Funds for the internship program came from three general sources: federal funds allocated to the SREB, federal funds available through individual educational institutions which were developing local internship programs in cooperation with the state program, and state matching funds from Items 496 and 498 of the 1968-70 Appropriations Act.

SREB committed funds and some staff assistance to the development of the Virginia program. Since these funds had been obtained from the Economic Development Administration and the Tennessee Valley Authority, they were matched by state funds. The

Virginia Program also made use of federal funds allocated to individual educational institutions. The University of Virginia and Lynchburg College had, in previous summers, worked individually with SREB on the development of institutionally based internship programs similar to the one being initiated by the state. As part of their programs, these two institutions had roughly \$37,000 in federal work-study and Title I funds earmarked for internship development in the summer of 1970. These institutions agreed to work with the state program, and the state matched \$25,000 of their federally provided money.

This \$25,000 of state money was essential to the development of the program because of the nature of the federal funds involved. If the University of Virginia and Lynchburg College had been restricted to sole reliance on their federal funds, their programs would have been limited to those students who met the work-study requirements of financial need. Furthermore, the financially eligible students could have been placed only in those agencies which could afford to pay the 20 to 24 percent of the student's salary as required by the Work-Study Program. On the other hand, with the state funds added to the previously committed federal money, these institutional programs had the flexibility necessary to select students and agencies on the basis of the contributions they could make to the program and not solely on their financial situation. In return, as we shall discuss later, the institutions provided the state with extremely helpful services in identifying internships and interns and handling payroll and other intern support functions.

In summary, the amount of funding involved in the Virginia program totaled approximately \$55,000.

When the request for state matching funds was approved, the field representative for the program began visiting educational institutions and public-service agencies in order to arrange individual internships and to work out the terms of cooperation between the state program and institutionally based programs. Between late April and early June, the representative visited twenty-four agencies and twelve colleges throughout the state. The visits covered a broad range of city, regional, and state agencies and a similarly wide variety of public and private, two-year, four-year, and graduate educational institutions. In addition to these visits, the program began in mid-May receiving a number of unsolicited requests for interns. By late May, it was apparent that the demand by agencies and students

for this type of program was considerable and staff been available, the program could have employed twice as many interns.

Because of these restraints of time and money, the program depended heavily on the cooperation of institutions which were developing their own programs. In addition to the mentioned cooperation with the University of Virginia and Lynchburg College, the Virginia program provided financial help to programs at Virginia Military Institute. In return the institutions provided for the time-consuming effort of working with interested students and agencies. The program's faculty counselors and undertook the administrative work of paying and otherwise supporting many of the interns done in addition to the commitment to the state and other institutionally administered funds.

By the middle of June there were for the first time interns which met the requirements of and were participating in the program. In addition, the state program was responsible for the hiring or support of staff in similar or related programs.

The cost to the state of supporting a program in the summer can be tabulated as follows:

Institutional support:
University of Virginia
Virginia Polytechnic Institute
Virginia Military Institute
Lynchburg College
Total
Intern stipends
Faculty stipends and travel
Seminars
Administration
Youth Advisory Council
Miscellaneous

The funds listed under "Institutional support" were provided by the state and administered by

made use of federal funds allocated to institutions. The University of Virginia and in previous summers, worked individually development of institutionally based internship one being initiated by the state. As part of institutions had roughly \$37,000 in federal funds earmarked for internship development. These institutions agreed to work with the state matched \$25,000 of their federally

money was essential to the development of the nature of the federal funds involved. If and Lynchburg College had been restricted federal funds, their programs would have students who met the work-study requirements. Moreover, the financially eligible students could those agencies which could afford to pay the student's salary as required by the. On the other hand, with the state funds added allotted federal money, these institutional contributions necessary to select students and agencies. Contributions they could make to the program financial situation. In return, as we shall mention, provided the state with extremely paying internships and interns and handling support functions.

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for this type of program was considerable and that, had more time and staff been available, the program could have involved at least twice as many interns.

Because of these restraints of time and budget, the program depended heavily on the cooperation of individual institutions that were developing their own programs. In addition to the previously mentioned cooperation with the University of Virginia and Lynchburg College, the Virginia program provided advice and limited financial help to programs at Virginia Polytechnic Institute and Virginia Military Institute. In return the institutions undertook much of the time-consuming effort of working out individual internships with interested students and agencies. They also helped identify faculty counselors and undertook the administrative functions of paying and otherwise supporting many of the interns. All this was done in addition to the commitment to the program of work-study and other institutionally administered funds.

By the middle of June there were forty-two interns in projects which met the requirements of and were administered by the state program. In addition, the state program was also wholly or partially responsible for the hiring or support of at least forty other students in similar or related programs.

The cost to the state of supporting a program of this size for the summer can be tabulated as follows:

Institutional support:		
University of Virginia	\$8,900	
Virginia Polytechnic Institute	9,000	
Virginia Military Institute	1,500	
Lynchburg College	6,000	
Total		\$25,400
Intern stipends		\$10,300
Faculty stipends and travel		1,300
Seminars		1,600
Administration		3,900
Youth Advisory Council		3,500
Miscellaneous		500
		<u>\$46,500</u>

The funds listed under "Institutional Support" were those provided by the state and administered by the institutions according

to guidelines established in each case by a letter of agreement between the state and the institution. As mentioned above, the funds went primarily to supplement other funds, such as work-study, available to the institutions for supporting interns. Some of these funds were also spent on faculty and administrative support. The intern and faculty stipends listed separately are those administered directly by the state. The costs of the seminars were incurred in bringing the interns to Richmond and paying their expenses during a two-day series of talks and discussions on the problems and opportunities of internships. Administrative costs include the field representative's salary and travel expenses as well as general office expenses. Although the goals and structure of the Youth Advisory Council did not correspond exactly to those of the state program, we did provide \$3,500 to assist in their support. Miscellaneous costs include reproduction of reports required by the state agreement with SREB and minor unforeseen expenses. The remaining funds can be used to begin development of a school-year program and of a program for next summer.

The costs may be summarized in the simple table given above, but the benefits are much more difficult to describe. A complete assessment would require a case study of each project, but a more manageable evaluation can be made by citing a few examples of benefits to agencies, students, and universities.

At the beginning of the summer, one of the newly staffed planning district commissions found its limited manpower stretched impossibly thin by a combination of federal and local demands. If federal requirements for a comprehensive plan could not be met on a very tight time schedule, essential funds would become unavailable. If, on the other hand, strong local pressures for land-use control and environmental planning were not satisfied, public support would be lost, public support necessary to make effective use of federal funds. The commission resolved these difficulties by using three interns to undertake the problems of local interest, thus freeing the professional staff to work on the comprehensive plan. Without the assistance of interns, the commission would have had to locate funds to hire consultants or another full-time staff member, and either of these alternatives would have cost significantly more than was currently budgeted.

Another agency, concerned about its growing transportation costs, used an intern to study possible solutions to this difficulty. In

his report the intern made recommendations for an interagency transportation system and suggestions with a review of the advantages and disadvantages of administrative and budgetary models. The coordinator of an interagency commission is now in the process of implementation of his plan.

The benefits to the students are both educational and financial. The high proportion of interns indicates the role the program plays in providing financial aid. In addition to the pay, more academic credit for their work. In some cases, academic credit are not, however, the primary benefit to the interns. The interns were only a few, but they are eager to take advantage of the opportunity to have responsibilities in seeking solutions to the problems. They have demonstrated this eagerness in submitting plans to change their academic major. One intern decided on a career in city planning. This is the most striking example of student interest. A number of interns who included in their curriculum for getting other students involved in the program by submitting a curriculum proposal. One intern undertake service-learning internship during the regular year. If accepted, the effect of establishing a program like this would be the effect of the regular curriculum of his university. The interns are using what they have learned through the program to help other students understand the school year.

Like the students, the universities have derived a variety of benefits. By supplementing state funds, the University of Virginia has more than double the number of interns. More university initially located and placed in the state. Actual projects were under way, and the assistance by assuming administrative responsibilities of Virginia interns working in accordance with the state and the institutions commission. Thus, at the University of Virginia, the state and the institutions commission are using financial resources to achieve what

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his report the intern made recommendations for a non-profit
interagency transportation system and supported these recommenda-
tions with a review of the advantages and disadvantages of several
administrative and budgetary models. The intern is now serving as
coordinator of an interagency committee working on implementa-
tion of his plan.

The benefits to the students have been both financial and
educational. The high proportion of work-study students among the
interns indicates the role the program played as a source of financial
aid. In addition to the pay, more than half of the interns received
academic credit for their work. Important as they are, pay and
academic credit are not, however, the major benefits received by the
interns. The interns were only a few of the great many students who
are eager to take advantage of a chance to assume significant
responsibilities in seeking solutions to real problems. The interns
have demonstrated this eagerness in a variety of ways. Some have
plans to change their academic majors and at least one intern has
decided on a career in city planning instead of business. Probably the
most striking example of student enthusiasm for the program is the
number of interns who included in their reports specific suggestions
for getting other students involved in similar activities. One intern is
submitting a curriculum proposal that would allow students to
undertake service-learning internships both during the summer and
during the regular year. If accepted, his proposal would have the
effect of establishing a program like the Virginia internships as a part
of the regular curriculum of his university. Several students are also
using what they have learned this summer to write "how-to"
booklets to help other students undertake similar work during the
school year.

Like the students, the universities involved in the program
derived a variety of benefits. By supplementing work-study money
with state funds, the University of Virginia, for example, was able to
more than double the number of interns in its program. The
university initially located and placed these interns, but once the
actual projects were under way, the state program provided
assistance by assuming administrative supervision of those University
of Virginia interns working in accordance with state requirements.
Thus, at the University of Virginia, as at the other institutions,
the state and the institutions combined their administrative and
financial resources to achieve what neither could have done alone.

In addition to these benefits that are directly related to the program structure and goals, the Virginia program was also responsible for a number of indirect benefits to similar or related programs. For the most part, these indirect benefits resulted from the existence of a single program with state-wide interest in the use of student manpower in public service. As a result the program tended to become an informal clearinghouse for ideas and information. The exact nature of these indirect benefits is difficult to pin down, but a few of the clearer-cut examples may be given.

Not all of the program's attempts to interest agencies in developing their own programs were quite as unplanned as the events just described. The program and Lynchburg College cooperated in conducting for agency administrators two Title I Workshops on the use of student manpower. The first of these workshops was designed as a training session for those administrators who would be working with state interns over the summer. The second workshop, held in late August, was designed to present the Virginia program as an administrative model and to suggest possible sources of non-state fundings. This workshop concentrated on administrators from

The Virginia program also works with Commonwealth Interns and the Governor's Office. Early in the summer a new director was appointed to the Commonwealth Interns. He discussed with the representative of the Virginia program the present status of the program and specific suggestions based on the findings of the study program and SREB. Although differences existed between the two programs in many areas, there was a common interest or of common difficulties. The exchange of information was helpful to both programs.

The experience of the past summer program offers important benefits in the short term. In the short term it provides agencies with manpower, and it offers the students the possibility of receiving academic credit. Important, however, are the long-term benefits. The much-needed help in seeking solutions to the process they also have the opportunity to serve administrators with a kind of experience unavailable anywhere else. By getting responsibility and to deal with significant problems, offered a unique chance to gain a better understanding of government operations, of its potential and its limitations when students are allegedly losing touch with the institutions, it is the experience of the past summer. Many students are enthusiastically trying to make a difference, that the institutions are benefiting from the experience and that the students are learning from it.

program also provided a less tangible but equally important benefit to institutions by offering a well-structured and replicable model for off-campus education. At a time when a growing number of institutions are interested in moving beyond its present heavy dependence on state support, such a model is particularly valuable.

These benefits that are directly related to the program's goals, the Virginia program was also responsible for indirect benefits to similar or related programs. In most part, these indirect benefits resulted from the program's role as a clearinghouse for ideas and information. The nature of these indirect benefits is difficult to pin down, but clearer-cut examples may be given.

Earlier, the program assisted agencies in finding those jobs that did not meet the program's criteria. It encouraged agencies to adopt a project-guided use of students, whether or not they were part of the Virginia program. In one city, for example, the program's field representative outlined to the program's field representative a project wanted completed. The field representative was interested in the project and was in the city to locate an interested and capable student who volunteered his services to the city. Since the student was also willing to volunteer his help, the city could carry out the project on its own and that the program's advice was unnecessary.

The program's attempts to interest agencies in similar programs were quite as unplanned as the events of the program and Lynchburg College cooperated in sponsoring administrators two Title I Workshops on the subject. The first of these workshops was designed for those administrators who would be working during the summer. The second workshop, held in November, was designed to present the Virginia program as an example and to suggest possible sources of non-state support. The workshop concentrated on administrators from

agencies not using state interns.

The Virginia program also worked in cooperation with the Commonwealth Interns and the Governor's Youth Advisory Council. Early in the summer a new director was hired to coordinate activities of the Commonwealth Interns. He discussed with the field representative of the Virginia program the program's administrative model and specific suggestions based on the experience of the Virginia program and SREB. Although different goals and structures separated the two programs in many areas, there were several areas of common interest or of common difficulties where the exchange of information was helpful to both programs.

When the Governor's Youth Advisory Council was initiated, the field representative spent several days assisting in the selection of students and in discussions of what problems could be expected and how the council could best be organized. Again, different goals precluded the use of common administrative organization, but areas of common interest were exploited on an informal basis. For example, members of the council along with the Commonwealth Interns attended the internship seminars arranged and sponsored by the state program.

The experience of the past summer indicates that the Virginia program offers important benefits in both the short and long term. In the short term it provides agencies with capable and inexpensive manpower, and it offers the students a summer job with a strong possibility of receiving academic credit as well as pay. Far more important, however, are the long-term benefits. Agencies receive much-needed help in seeking solutions to major problems. In the process they also have the opportunity to provide future public-service administrators with a kind of training and motivation unavailable anywhere else. By getting an opportunity to assume responsibility and to deal with significant problems, the students are offered a unique chance to gain a real understanding of how government operates, of its potentials and limitations. At a time when students are allegedly losing faith and interest in social institutions, it is the experience of the Virginia program that a great many students are enthusiastically trying to work with these institutions, that the institutions are benefiting from the students' work, and that the students are learning from the experience.

Interns for Community Development in South Carolina

Edward R. Cole and Richard K. Smurthwaite

Introduction

Purpose

Early in 1970, the Commission on Higher Education became interested in pursuing the feasibility of a state program of internships for South Carolina. The commission was encouraged in this by the Southern Regional Education Board (SREB), which had been active in the internship field since 1967. A group of state and other agencies which had had interns before or had indicated that they would be interested in such a program were invited to participate on a state internship committee. The State Planning and Grants Division was one of those asked.

As part of its Project P-41, a state-wide urban development manpower project sponsored by the United States Department of Housing and Urban Development, the State Planning and Grants Division decided to host two interns. Their task entailed: (1) examining the concept of internships in order to explore its relationship to state agency and local government manpower needs. This was their main goal. (2) Discussing the general concept of internships with agency heads and local government officials to document their thoughts and suggestions and to encourage them to sponsor interns in their agencies when areas could be identified in which they could work for the summer of 1971. (3) Determining the feasibility of a centrally administered state internship program in state and local government areas related to urban development for the summer of 1971 and considering and recommending a procedure for continuing the development of such a program. During the academic year the effort would necessarily consist of confirming agency sponsorship,

seeking university cooperation, and securing in such a program.

Orientation

The project began on June 22, 1970, with an information period. This initial period included surveys of state agency and local government primarily intended to acquaint the interns with situations related to those situations. Also included were various members of the project committee, who provided valuable assistance in their particular areas of interest to community development. The orientation information which familiarized the interns with

1. structures of local governments, state and local districts;
2. major problem areas related to community development in state agencies and local governments;
3. officials of these various governmental agencies and an interview concerning a state internship program to be conducted;
4. a preliminary look at how a state internship program might benefit the governmental component;
5. general advice on approaches and methods.

Method

From this base of information, the interview method, which was made flexible in order to adapt to the needs of the interns, was used. As interns received information during the orientation period, the federal aspects consisted simply of a letter and a follow-up interview with a group of selected

The authors conducted this study as interns for the State Planning and Grants Division of the Office of the Governor of South Carolina in cooperation with the South Carolina Commission on Higher Education. The report was published in October 1970.

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Introduction

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Project P-41, a state-wide urban development project sponsored by the United States Department of Housing and Urban Development, the State Planning and Grants Division, and the State Department of Education, had just hired two interns. Their task entailed: (1) examining the feasibility of internships in order to explore its relationship to state government manpower needs. This was their first task. (2) Examining the general concept of internships with local government officials to document their needs and to encourage them to sponsor interns in areas where they could be identified in which they could be of use. (3) Determining the feasibility of a state internship program in state and local government for the summer of 1971. (4) Determining a procedure for continuing such a program. During the academic year the interns will consist of confirming agency sponsorship,

seeking university cooperation, and securing students to participate in such a program.

Orientation

The project began on June 22, 1970, with a short orientation and information period. This initial period included a study of recent surveys of state agency and local government situations and was primarily intended to acquaint the interns with current problems related to those situations. Also included were interviews with the various members of the project committee, who were able to render valuable assistance in their particular areas of interest as they related to community development. The orientation provided a base of information which familiarized the interns with:

1. structures of local governments, state agencies, and sub-state districts;
2. major problem areas related to community development in state agencies and local governments;
3. officials of these various governmental entities with whom an interview concerning a state internship program might best be conducted;
4. a preliminary look at how a state program of internships might benefit the governmental components involved;
5. general advice on approaches and method.

Method

From this base of information, the interns formulated a loose method, which was made flexible in order that it could be modified as the interns received information during their interviews. The procedural aspects consisted simply of a letter of introduction to a follow-up interview with a group of selected state agencies and local

Study as interns for the State Planning and Grants Division of South Carolina in cooperation with the South Carolina Education Board. The report was published in October 1970.

governments. The primary purpose of the letter was to inform the government agencies of the idea of a state internship program and to start them thinking in terms of incorporating an intern into their manpower planning for the summer of 1971. This would lead to thoughts about the project on which the student might work. The secondary purpose was simply to acquaint the recipients with the name of the intern from the State Planning and Grants Division who would contact them regarding the intern program. By following this simple interview procedure, the interns gathered the information which is the subject of this report.

The Internship Concept Generally

Some Basic Characteristics of Internships

An attempt to narrowly define the position of the intern might deprive the position of the flexibility we are seeking to achieve. Flexibility is necessary for a number of reasons, the most obvious being the multifaceted needs of local governments and state agencies in the manpower area. Any attempt to define an intern at this point is, therefore, to eliminate possible areas in which a student might work. Some basic characteristics of an internship, however, can be mentioned that can be found in a varied number of positions students can undertake.

1. An internship provides the student with the opportunity to combine service and learning. His service makes a measurable contribution to the agency's efforts to accomplish a necessary task. Through his experiences he becomes familiar with the purpose and functional apparatus of the agency for which he works and develops valuable insights and skills.
2. The internship program may prove a valuable avenue to sources of needed manpower for state agencies and local governments, if the scope of the intern's project is such that he comes to understand the role of the agency or government and to consider public service for his career.
3. Participating in an internship program represents a commitment on the part of the student, the agency, and the university to the concept of cooperative education or at least an admission that practical experience is a necessary part of the educational process.

Within these guidelines, a variety of assignments can be found in state and local agencies. A cross-section of assignments different from each other is given and allowing flexibility for students, the length of the internship and credit.

Type of Internship

Presenting internships tend to be of two types. The first giving students a service-learning experience is commonly undertaken by SREB internships in which the student concentrates on a specific area of agency, accumulating the skills and experiences and writing a report on the internship. Supervision has often been given, independence allowed, if not always expected. The second type is most common in state agencies where the student is aimed at exposing the student to a variety of responsibilities. In these programs the student spends time in a number of areas and is expected to write a report. Because of the nature of this type of internship, the student is normally required to write a report at the end of the summer though they are generally asked to do so during the summer.

Both types of internship program provide learning opportunities to the student. The purpose should be to encourage flexibility and to encourage the state or local government's part in defining the type of internships they sponsor. Any state-wide summer program will aim at developing a curriculum. Lessons learned from comparing the different types of internships may help to shape the future of the state-wide effort.

Time

Though the length of an SREB internship is usually a few weeks, no reason exists not to encourage it depending on the type of internship.

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Within these guidelines, a variety of positions for students might be found in state and local agencies. The program hopes to encourage a cross-section of assignments differing in the type of assignment the student is given and allowing flexibility in the selection and payment of students, the length of the internship, and academic counseling and credit.

Type of Internship

Presenting internships tend to be one of two types, both aimed at giving students a service-learning experience. The type most commonly undertaken by SREB interns in the past has been projects in which the student concentrates on one task of importance to the agency, accumulating the skills needed to complete his responsibilities and writing a report on his project at the end of his internship. Supervision has often been limited and some independence allowed, if not always encouraged. The type of internship most common in state agencies that have instituted programs is aimed at exposing the student to the range of a department's responsibilities. In these programs, students often work for a short time in a number of areas and receive much direct supervision. Because of the nature of this type of internship, students are not normally required to write a report at the end of their employment, though they are generally asked to evaluate their experience during the summer.

Both types of internship programs can provide valuable service-learning opportunities to the student. One aim of any state program should be to encourage flexibility and initiative on the state agency or local government's part in defining the form and content of the internships they sponsor. Any state internship program initiated next summer will aim at developing a cross-section of quality assignments. Lessons learned from comparing the experiences of agencies sponsoring different type internships may prove valuable in determining the future shape of the state-wide effort.

Timing

Though the length of an SREB internship has usually been twelve weeks, no reason exists not to encourage shorter or longer programs, depending on the type of internship. Several of the officials

interviewed expressed interest in internships during the school year. The present effort to develop an internship program was not begun, however, at a time that would permit work on defining or instituting measures needed to sustain a state-wide school-year internship program for 1970-71 in South Carolina.

The Internship Program as It Related to Manpower Planning

The state's high school, technical education, and college students compose a source of manpower that is not utilized to its fullest extent by employers, including state agencies and local governments. Accordingly, internship programs may be viewed by the manpower planner in two ways: they encourage students to fill important roles during the summer months or part time, and they familiarize students with the work performed by an agency or government, perhaps encouraging them to consider public service as a career.

Participation in a summer intern program may prove particularly useful to an agency because:

1. Students represent a source of manpower from which people with a wide variety of different skills and educational backgrounds can be recruited.
2. Students can work on projects of short duration, relieving an agency of the problem of having to pull a full-time person from his main, continuing responsibility to work on such a project; or the intern may work on a number of extremely short projects for which an agency lacks the manpower to complete within a limited time and budget.
3. Students are usually fairly mobile; they can live where work needs to be done and their schedules can be flexible. They are, therefore, a relatively inexpensive source of skills.
4. Since the intern's stipend may be issued through a state-centered administrator, the student does not have to be routed through any of the requirements demanded for full-time employees.

Findings

Local Governments

Out of thirty-six people with whom the internship program was

discussed, only two indicated that they supported the program. Two others thought the program was a good idea, gave their blessings to it, but said their agencies had not adequately taken care of in other ways. The overwhelming majority were in favor of the establishment of the program. The word *enthusiastic* would be an appropriate description.

Most of the people interviewed understood the importance of what an intern should be, that is, in terms of a "measurable contribution" approach with some previous experience. Therefore, the program for the future should have projects whose content value is well beyond adequate supervision. The people interviewed had a good understanding of their responsibilities and the learning aspect of his internship.

These men whose responsibility it is to plan for the future of government see local government becoming more important; they thus feel there is a need for better training for the next generations—not only by those who work for the government but by those who will be private citizens. The program of internships has been established by the men interviewed, who realize that the program can offer more opportunities for its young people to solve problems and working of local government. The program has more manpower in all phases of government. The internship program could be an important part of the training of students in this rapidly expanding field.

Several people indicated an interest in the program during the normal school year of September through May. The government components have program work, but these do not necessarily cover the summer period. This may indicate that there is a need for some form of cooperative education.

Quite a number of these people had previous experience during the summer in previous years with varying degrees of responsibility. The students had done in the past met the requirements for the established for internships in the state program.

The responsibilities of the student and the employing agency. The host agency must make its personal choice of candidate.

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Program as It Related to Manpower Planning

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Findings

Local Governments

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discussed, only two indicated that they were not at all interested in the program. Two others thought the program was a good idea and gave their blessings to it, but said their student manpower needs were adequately taken care of in other ways. The response was overwhelmingly in favor of the establishment of a planning internship program. The word *enthusiastic* would be appropriate.

Most of the people interviewed understood very well the concept of what an intern should be, that is, in relation to the "project" or "measurable contribution" approach within a service-learning type of experience. Therefore, the program for the summer of 1971 should have projects whose content value is very high and with more than adequate supervision. The people interviewed also exhibited a fine understanding of their responsibilities to the student in relation to the learning aspect of his internship.

These men whose responsibility it is to look to the future of local government see local government becoming increasingly important; they thus feel there is a need for better understanding of it by future generations—not only by those who will become public employees but by those who will be private citizens. The need for a planned program of internships has been established. The need was stressed by the men interviewed, who realize that South Carolina must begin to offer more opportunities for its young people to learn about the problems and working of local governments. Local governments must have more manpower in all phases of their operations. A state internship program could be an important approach in interesting students in this rapidly expanding field.

Several people indicated an interest in using interns during the normal school year of September through May. Various local government components have programs on which a student could work, but these do not necessarily coincide with the twelve-week summer period. This may indicate that there is a growing demand for some form of cooperative education.

Quite a number of these people had, of course, used students during the summer in previous years in varying capacities with varying degrees of responsibility. The descriptions of what some students had done in the past met the criteria which have been established for internships in the state program.

The responsibilities of the student must be primarily to the employing agency. The host agency must be allowed to interview and make its personal choice of candidates. The people interviewed

seemed to think that this point was essential.

The attitude toward students and their ability to make meaningful contributions was good on the whole. This is obvious when we consider the overall enthusiasm for the project. Two agencies indicated that they had nothing students could do, and one of the two stated flatly that students could not make value judgments. The head of this agency asserted that students could only perform menial chores.

The main concept to agencies interested in using an intern was usually funding. The area in which difficulties were encountered can be limited almost solely to the municipalities, where the interviews were conducted with city managers. The maximum amount which a city could spend at this point is \$1,000-1,100. Cities are mainly interested in seeing most of the money go to the intern stipend. Municipalities have little "slack money" with which an intern could be paid. Money for an intern would have to be budgeted in most cases. This means that the city council must approve any expenditure for an intern. (This difficulty should be minimal however, since most of the city managers who were interviewed are willing to recommend that money for the hiring of an intern be budgeted. One city manager indicated his city could not afford the program unless fully or mainly funded with outside funds.) Sub-state districts, planning commissions, and Model Cities Programs should have little or no problem with funding.

The city managers all seemed to be progressive, sincere, and dedicated men. They were very practical but seemed to be interested in the growth and development not only of their own cities, but the state as well. They were as cooperative a group as one could hope for in working on a project of this type. They were limited by being budget-oriented, but this is their primary responsibility. City managers almost invariably also cited the provisions of the South Carolina Constitution which limit the growth and operations of the municipalities and counties in the state. Within these limitations they were, without exception, willing to try to participate in the program by using an intern.

The directors of sub-state districts, seven of whom were interviewed, were very interested in the program, with the exception of one. He had no faith at all in student judgment. This was surprising in light of the enthusiastic response given by the other six. These sub-state districts seem to be accomplishing the task of getting

across the idea of regional cooperation. City officials of towns in various counties are on a regional commission.

There was some negative reaction from the academic counselor where there had been a previous academic counselor. Criticisms such as "the counselor can't advise the student at all during his internship" were of no value at all to the intern were very much against paying the intern for the summer. They felt that either the city should pay \$100 or the college or university should pay providing the academic counselor. The academic counselor, however, felt that a faculty counselor would be better with the academic world and as a teacher of specialized types of projects.

State Agencies

The most evident and most often mentioned problem of agencies from making definite commitments was the problem of funding. Agencies were concerned with the cost of the internships, which averaged \$1,200-\$1,500 per intern. The specific problems mentioned included:

1. Agencies that have in the past denied their interns have been denied their right to a Board.
2. One agency that planned to use the projects the full-time employment from monies allotted to pay personnel had these funds withdrawn by the state. The agency's assistant director was working on defining possible areas to request funds for interns if his request would not be denied again.
3. Several agencies, such as the Economic Opportunity, are expecting the monies granted to support the projects.
4. Some agencies funded by the state.

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across the idea of regional cooperation in an excellent fashion. The city officials of towns in various districts all spoke highly of their regional commission.

There was some negative reaction to the idea of a faculty counselor where there had been a bad experience with a faculty counselor. Criticisms such as "the counselor had not been present to advise the student at all during his internship" or the counselor was of no value at all to the intern were voiced. The people interviewed were very much against paying the faculty counselor \$300 for the summer. They felt that either the cost should be reduced to around \$100 or the college or university should bear the expense of providing the academic counselor. Many of the people interviewed, however, felt that a faculty counselor could be very valuable as a link with the academic world and as a technical advisor to the student on specialized types of projects.

State Agencies

The most evident and most often articulated barrier preventing agencies from making definite commitments to employ interns was the problem of funding. Agencies were asked to contribute the direct cost of the internships, which would be in the range of \$1,200-\$1,500 per intern. The specific problems and experiences mentioned included:

1. Agencies that have in the past specifically requested funds for interns have been denied their request by the Budget and Control Board.
2. One agency that planned to pay interns to work on some of the projects the full-time employees would have undertaken, from monies allotted to pay personnel which were never hired, had these funds withdrawn by the Budget and Control Board. The agency's assistant director said he would be reluctant to work on defining possible areas in which interns could work and to request funds for interns if he could receive no assurance the request would not be denied again.
3. Several agencies, such as those funded by the Office of Economic Opportunity, are experiencing substantial cutbacks in the monies granted to support their programs.
4. Some agencies funded by the federal government receive

grants for projects only 60 to 90 days before the project is to begin. Although this does not prevent their employing interns in the projects, it does make it more difficult for the agency to anticipate the type of intern it may be able to employ.

The Need for a State Program of Internships in South Carolina

A basic consideration in determining whether a South Carolina internship program is feasible is: does the need for such a program exist? The reality of this need was confirmed through discussions with state agency and local government officials and through a study of recent reports on the shortage of public sector manpower and services.

Most state agency and local government officials expressed a need for more manpower to execute their responsibilities and most said they thought that students could help supply the services they presently lacked. Many of those agencies that did not have at present a pressing need for more manpower saw the importance of such a program in encouraging college and TEC students to consider a state agency career. The role of an internship program in encouraging state and local government careers was especially important to those agencies requiring skill and expertise not emphasized in undergraduate education; exposure to the agency's activities might begin to lend interns with these agencies some understanding of that field.

Studies conducted during the past two years have uncovered the need on the part of communities for more resources to meet their problems. In the "South Carolina Local Government Study," the articulated needs included aid in housing, crime prevention, fringe development, finance, the development of natural resources, planning, the preparation of applications for funds, purchasing, and management. It was suggested that these needs could be met by "requests for state assistance" and increases in local government manpower. In some cases, these solutions could be read, "by providing or hiring someone to work full-time at a specific project," a position that could well be filled by an intern.

Section III

Evaluation of Service-Learning

Agency Supervisors' and Faculty Counselors' Evaluation of the SREB Internship Program

Huey B. Long

Introduction

By the spring of 1971 the Southern Regional Education Board (SREB) internship program, based on cooperative arrangements among SREB, institutions of higher learning, and public agencies, had been in operation for five years. The purpose of this evaluation is to identify the qualities that seem to have accounted for the successes of the internship program during these five years. These fall into three categories: (1) the characteristics of the internship projects that generated specific, tangible benefits; (2) the characteristics of the interns themselves; and (3) the characteristics of the sponsoring agencies. *Success* as used here is a subjective measure based on the perceptions of academic counselors and agency representatives concerning the degree to which the intern achieved the project objectives and the extent of subsequent contributions of the project.

A specific and basic question directing the focus of the evaluation was, "Have SREB internships made any definite and observable contributions to the agencies and communities served?"

An evaluation of the SREB Internship Program at this time [1971] appears to be desirable for several reasons. First, the program appears to be developing a kind of institutional form. Second, no outside agency has previously critically examined the program. Third, many of the individuals in supervisory roles in the program have become victims of the mobile society.

The implication of the first and third reasons for evaluating the program in 1971 are somewhat related. The individuals who participated in the program during its formative stages as advisors or supervisors guided the program into the current framework. Five years is long enough for the framework to become stabilized, but not

so long as to prevent a modification of many of the advisors and supervisory agencies and locations with increasing year or two it may be impractical for advisors and supervisors. Such a change in the structure of the program to become more difficult to modify if desired.

The second reason given above is the need for an objective view of the program. Since the program has commendations, and criticisms from various agencies, it is common to find that reviews may be less than the impact of the agency.

The evaluation is limited to North Georgia, lying north and west of a line from Macon to Columbus. This line is the defined "Fall Line" that separates the Piedmont portion of Georgia. Internship projects in the designated area are not included.

Judgments of the agency representatives constituted the basic data used in the evaluation. Verification of such judgments or assumptions that the perceptions are viewed accurately reflect the general experience.

This evaluation does not discount the learning value of the internship experience made valuable contributions and analysis of such benefits lie beyond the proper scope. It may be an area worthy of more, since the evaluation is primarily in college dimensions of the program. Data were not collected from the professionals was often difficult

Agency Supervisors' and Faculty Counselors' Evaluation of the SREB Internship Program

Huey B. Long

Introduction

The Southern Regional Education Board (SREB), based on cooperative arrangements with colleges of higher learning, and public agencies, has been operating for five years. The purpose of this evaluation is to determine what seem to have accounted for the success of the program during these five years. These fall into three categories: (1) the characteristics of the internship projects which have yielded tangible benefits; (2) the characteristics of the agencies and communities served; (3) the characteristics of the sponsoring agency and its counselors. There is a subjective measure based on the responses of the counselors and agency representatives as to which the intern achieved the project and subsequent contributions of the project. The question directing the focus of the evaluation is: "What SREB internships made any definite and measurable contribution to the agencies and communities served?" The SREB Internship Program at this time is in a transitional state for several reasons. First, the program is in a kind of institutional form. Second, no formal study has previously examined the program. Third, the individuals in supervisory roles in the program are in a mobile society. The first and third reasons for evaluating the program are somewhat related. The individuals who were involved during its formative stages as advisors or supervisors are being moved into the current framework. Five years are needed for the framework to become stabilized, but not

so long as to prevent a modification of the structure, if desired. Yet many of the advisors and supervisors appear to be moving to other agencies and locations with increasing speed. Thus, within another year or two it may be impractical to contact such a large number of advisors and supervisors. Such a time extension would also allow the structure of the program to become solidified and consequently, more difficult to modify if desired.

The second reason given above suggests the need for a critical and objective view of the program. SREB files contain recommendations, commendations, and criticisms from individuals associated with the program. However, it is commonly accepted that the impact of such reviews may be less than the impact of comments by an independent agency.

The evaluation is limited to North Georgia, i.e., that part of the state lying north and west of a line drawn from Augusta through Macon to Columbus. This line generally follows the geologically defined "Fall Line" that separates the Piedmont from the Coastal Plain portion of Georgia. Intern projects lying outside of the designated area are not included.

Judgments of the agency representatives and academic counselors constituted the basic data used in the evaluation. No independent verification of such judgments or perceptions was attempted. It is assumed that the perceptions and responses of individuals interviewed accurately reflect the general value of the intern program.

This evaluation does not discuss or treat the educational or learning value of the internship experience. It is assumed that the experience made valuable contributions to the student. Measurement and analysis of such benefits lie beyond the scope of this study and properly may be an area worthy of further examination. Furthermore, since the evaluation is primarily directed at the agency and college dimensions of the program as they relate to intern behavior, data were not collected from any intern. Locating established professionals was often difficult and the problem would have been

greatly increased by including interns in the data collection activity.

A further restriction concerns the intern project index. Only those intern projects in the designated geographic area that were included in the index provided by SREB were considered. For example, some respondents indicated that they had worked with interns not listed in the material provided by SREB. In such cases, these intern projects were not included or discussed in the evaluation.

Terminology used in the report is generally straightforward and based on common usage. There are, however, a few terms that may need clarification. These terms are: *agency representative*, *academic counselor*, *college*, and *intern project*.

Agency representative or AR is the term used to refer to an employee of the organization employing the intern. The AR is generally the person who directly supervised the intern's activities. In a few cases, such as when the original supervisor was no longer available, another knowledgeable person employed by the agency was the respondent.

The term *academic counselor* or AC is used to refer to the faculty member of a college or university who provided academic guidance to the intern.

College is used as an inclusive term to refer also to universities. The term *intern project* is used in the report to refer to specific work activities of students placed in the employing agencies. Intern projects are individually enumerated in this report whereas individual interns are not. For example, there are 101 intern projects in the population, but since some interns served more than one internship during the five year period, fewer than 101 individuals were involved.

Evaluation Procedures

As one of the first systematic efforts to assess certain dimensions of the SREB Internship Program by an outside agency, the evaluation may properly be of great value to future studies of the program. Consequently, the evaluation procedures adopted bear the characteristics of a pilot study.

The procedure was designed to provide information on the program from two sources, ACs and ARs. Due to the thrust of the evaluation, it was believed desirable to obtain more interview data from ARs than ACs on as many intern projects as possible. As a

measure of cross-validation, an effort was made to obtain data on a number of intern projects from both sources. For example, on an intern project titled "Project X," data were obtained from the AC and AR.

There was no way to determine how many interns had left their places of employment upon completion of the program. Therefore, no magic percent of the design was primarily called for a 100 percent response (potential respondents). The results were satisfactorily achieved.

Interview procedures were designed to collect data. The first level concerned specific intern projects. The second level concerned the program in general.

The population from which the sample was drawn. The population included in the material for the design suggested that the population was best treated within the following categories: (1) agency representatives; (2) agency locations; (3) agency representatives; (4) agency locations; and (5) locations.

The agency population contained 16 agencies. These were classified according to sixteen Development Commissions (APDCs) and sixteen categories. It thus followed that the largest number of intern projects (66) were potential respondents.

Special mobility, physical limitations, and other factors precluded the possibility of interviewing all potential respondents. However, every reasonable effort was made to obtain a 100 percent sample in all categories. The population distribution and the number of respondents represented in the final tabulation.

Findings

The respondents were requested to provide information in terms of how much it contributed to the program. This reproduces the question and a tabulation of the responses.

Table 2 reveals a phenomenon that was noted in the evaluation: ARs tended to rate the program higher than did ACs. The possible reasons for this are discussed later.

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measure of cross-validation, an effort was also made to secure data on a number of intern projects from both ACs and ARs. For example, on an intern project titled Open Space Study, data were obtained from the AC and AR.

There was no way to determine how many ACs or ARs may have left their places of employment until after the evaluation was initiated. Therefore, no magic percentage or quota was set. The design primarily called for a 100 percent contact (with all available potential respondents). The results suggest that such a goal was satisfactorily achieved.

Interview procedures were designed to probe for two levels of data. The first level concerned specific intern projects while the second level concerned the program in general.

The population from which the sample was drawn was limited to the population included in the materials furnished by SREB. The design suggested that the population and subsequent sample may be best treated within the following classification framework: (1) agencies; (2) agency representatives; (3) academic counselors; (4) interns; and (5) locations.

The agency population contained three kinds of agencies that were classified according to sixteen categories. Area Planning and Development Commissions (APDCs) formed a majority of the sixteen categories. It thus followed that the nine APDCs placed the largest number of intern projects (66) and had the largest number of potential respondents.

Special mobility, physical limitations, and conflicting schedules precluded the possibility of interviewing all of the potential respondents. However, every reasonable effort was made to obtain a 100 percent sample in all categories. Table 1 illustrates the population distribution and the number and percent of the categories represented in the final tabulation.

Findings

The respondents were requested to describe each intern project in terms of how much it contributed to the agency mission. Table 2 reproduces the question and a tabulation of the responses.

Table 2 reveals a phenomenon that was reflected in several areas of the evaluation: ARs tended to rate the activities more favorably than did ACs. The possible reasons for this difference will be discussed later.

TABLE 1

Sample Obtained and Included in Interviews

Categories	Population N	Interviewed N	Interviewed %
Kinds of agencies	16	16	100
ARs	47	28	60
ACs	52	23	44
Intern projects	101	75	74
Geographic locations	16	11	70

TABLE 2

Perceptions of Individual Intern Projects

	AC	AR	Total	Weight
a. The internship contributed nothing to our agency mission	4	5	9	0
b. The internship contributed nothing to our agency mission but was helpful in other ways	2	5	7	1
c. The internship contributed a little to our mission	12	8	20	2
d. The internship contributed a lot to our mission	9	8	17	3
e. The internship was very helpful in achieving our agency mission	4	27	31	4
Totals (Responses)	41	53	94	
(Means)	1.68	2.89	2.36	

The combined quantified measure of the source of 2.36 on a 4-point scale.

One possible measure of the success of a degree to which the project objectives were achieved, the respondents were requested to make a statement as to whether or not the interns achieved the project objectives based on the responses to that question.

TABLE 3

Perceptions of Intern Project Objective Achievement

Respondent Class	Total Evaluation Responses	Yes N	Was Objectively Partially N
AC	46	32	3
AR	54	39	5
Combined data	100	71	8

One hundred responses were provided by the respondents. The responses do not include all intern projects. Each project was assessed by either kind of respondent, and two projects were assessed by both the AC and the AR. All of the projects were assessed by a respondent of only one class. In the twenty-six projects assessed by both the AC and the AR, agreement existed in 14 projects; there was no particular pattern evident in the responses for the remaining nine projects.

A substantial number of the ARs and a smaller number of the ACs discussed specific benefits that accrued to the agency as a result of specific intern projects. The benefits cited by the respondents may be classified according to the type of benefits to the agency; (2) direct "brick and mortar" benefits to local communities; and (3) a combination of the two.

The benefits cited by the respondents varied. Some respondents helped us meet a statutory or legal requirement for a project a federal grant has been received," to "get the job for us that we needed having done, but could not do the manpower to put on it."

TABLE 1	
ed and Included in Interviews	
Interviewed N	Interviewed %
16	100
28	60
23	44
75	74
11	70

TABLE 2				
Individual Intern Projects				
	AC	AR	Total	Weight
hing	4	5	9	0
hing s help-	2	5	7	1
ttle	12	8	20	2
t to	9	8	17	3
l in	4	27	31	4
	41	53	94	
	1.68	2.89	2.36	

The combined quantified measure of the response is a mean source of 2.36 on a 4-point scale.

One possible measure of the success of an intern project is the degree to which the project objectives were achieved. Accordingly, the respondents were requested to make a judgment concerning whether or not the interns achieved the project objectives. Table 3 is based on the responses to that question.

TABLE 3					
Perceptions of Intern Project Objective Achievement					
Respondent Class	Total Evaluation Responses	Was Objective Achieved?			
		Yes N	Partially N	No N	Unknown N
AC	46	32	3	6	5
AR	54	39	5	10	0
Combined data	100	71	8	16	5

One hundred responses were provided by respondents. These responses do not include all intern projects. Eight projects were not assessed by either kind of respondent, and twenty-six projects were assessed by both the AC and the AR. All others were rated by a respondent of only one class. In the twenty-six projects assessed by both the AC and the AR, agreement existed in seventeen cases. There was no particular pattern evident in the respondents' judgments on the remaining nine projects.

A substantial number of the ARs and a smaller number of ACs discussed specific benefits that accrued to the community or agency as a result of specific intern projects. The benefits reported by the respondents may be classified according to: (1) administrative benefits to the agency; (2) direct "brick and mortar" benefits to the local communities; and (3) a combination of the above.

The benefits cited by the respondents varied from "the project helped us meet a statutory or legal requirement," "as a result of the project a federal grant has been received," to "the intern did a good job for us that we needed having done, but could never seem to have the manpower to put on it."

ACs and ARs generally perceived the internship program to be of value. The ACs appeared to be less enthusiastic about the program than the agency personnel. Table 4 reports the responses of both kinds of respondents.

Data in Table 4 continue to reflect the difference in perceptions of ACs and ARs. The quantified mean score for the program provided by ACs was 3.09 compared with 3.86 by the ARs. A grand mean of 3.61 on a 5-point scale places the overall assessment well toward the favorable end of the scale.

Seventy-two percent of the academic counselors and 79 percent of the agency representatives selected the two highest ratings possible. Of the combined total of respondents, 77 percent selected the highest possible ratings. Conversely, 24 percent of the ACs and 8 percent of the ARs selected the two lowest ratings. Of the combined total of respondents, 15 percent selected the lowest possible ratings.

Question 20 in the interview schedule provided the respondents with an opportunity to weigh the benefits to the agency against the costs of the program to the agency. These costs were direct and indirect. Examples of the direct costs include the salary of the intern, travel expenses, and report publication costs. Indirect costs included the time required of regular staff members to supervise and provide guidance or assistance, clerical assistance, and work space. Table 5 reports the findings.

The ACs were not as noncommittal as the data indicate. Many of the ARs were interviewed with a second-generation interview schedule that did not contain the question in explicit terms. The value of the data is not greatly diminished by that fact, however, since the thrust of the question concerned the value to the agency.

Of the ARs interviewed, eighteen believed the internship program to be of a net positive value, five believed the program to be of negative value. An example of the feelings of the latter is, "We could have employed a full-time staff member to do the job and would have obtained a better report at less cost."

Ideally, a project director might strive for 100 percent success with 101 projects—but even in such a case it is expected that some would be better than others. The SREB internship program was not perceived as an "ideal"; otherwise the evaluation would not have been requested. Therefore, it was assumed that some projects would be found on the negative end of the scale.

However, before presenting the findings, several observations

Rating of the SREB Internship Project?	
How would you describe the SREB Internship Project?	
a. Of no value to our agency	
b. Of limited value to our agency and of little value to students	
c. Of limited value to our agency and of great value to students	
d. Valuable to our agency and of limited value to students	
e. Valuable to our agency and valuable to students	
f. Of great value to our agency and to students	
(Total Respondents)	
(Means)	

*Two counselors did not respond to the question.

Perceptions of SREB Internship Program	
Net Positive Benefit	
Responses	N
23 ACs	6
28 ARs	18
51 Total	24

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to be less enthusiastic about the program
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d of the scale.

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TABLE 4

Rating of the SREB Internship Project by Respondents

How would you describe the SREB Internship Project?	ACs	ARs	Overall
a. Of no value to our agency	0	1	1
b. Of limited value to our agency and of a little value to students	5	1	6
c. Of limited value to our agency and of great value to students	1	2	3
d. Valuable to our agency and of limited value to students	0	1	1
e. Valuable to our agency and valuable to students	13	15	28
f. Of great value to our agency and to students	2	8	10
(Total Respondents)	21*	28	49
(Means)	3.09	3.86	3.61

* Two counselors did not respond to this question.

TABLE 5

**Perceptions of Net Value of the
SREB Internship Program To the Agency**

Responses	Net Positive Benefit N	Net Negative N	Noncommittal N
23 ACs	6	3	14
28 ARs	18	5	5
51 Total	24	8	19

concerning efforts to describe a project as "successful" or "unsuccessful" appear to be in order. There appear to be several different dimensions or criteria for success. The first one, placed beyond the scope of this study, concerns the contribution of the experience to the development of the intern. The second concerns the question of achieving project objectives. For example, a student may have achieved the project objectives but the project ended with the report. Two such examples come to mind: A student produced the desired data; in other words, he met his project objectives but because his project could not be implemented without additional organizational funds the project has remained in limbo. In another example, an agency head with little or no interest in an intern's project replaced the administrator who originally developed the project. As soon as the intern completed the project it was forgotten in that agency. However, the AC reports that agencies in other areas have found the report useful. A third dimension concerns the program structure. For example, one intern's project was setting up a library. The intern did that and the project received the highest possible score (4) from the AR. But the intern failed to submit a written report and the AC therefore gave the project a score of "1".

According to data reported in Table 3, sixteen of the one hundred projects failed to achieve their objectives. Attention will first be directed toward those projects. First, it should be noted that of the sixteen projects, only two were judged as not achieving objectives by both advisors. There was disagreement among the advisors on several of the projects.

Of the sixteen projects that failed to achieve planned objectives, three were conducted by females and six by graduate students. Thus, approximately 20 percent of these projects were carried out by females, while 11 percent of the projects evaluated were by females. Of the failing projects, 40 percent were carried out by graduate students, while 55 percent of the projects evaluated were by graduate students.

Eleven of the projects that failed to achieve objectives were placed in APDCs. Thus, approximately 70 percent of the failing projects were placed in APDCs; ten of the eleven were performed for APDCs while one of the eleven was performed for an OEO-CAA agency. Of the projects evaluated, 65 percent were placed in APDCs.

Reasons given by the respondents for the failure of the intern projects to achieve the planned objectives are varied. However, five

general categories appear to be appropriate. The total number of sixteen projects in the five categories is as follows:

1. Project design flaws and student ability—3
2. Personal problems and lack of interest—2
3. Failure to complete the project—4
4. Intern left—3
5. Lack of agency guidance—1

The interview was structured to secure information about the nature of project and related activities that appeared to be possibilities for successful completion. The information could cloud the area but generally it appears that several of the following characteristics:

1. The project was carried out by a graduate student with a high grade-point average.
2. The project was in the student's academic field.
3. The student was mature.
4. The AR provided good supervision.
5. The project was meaningful.
6. The project did not require complex interpretation of data.
7. The project often consisted of analyzing existing data in a different form.

There was considerable difference of opinion among the interviewees concerning interviewing and coordination of activities.

The seventy-five projects included in the study were classified according to ten kinds of project: social development, economic labor, government, recreation, land-use, recreation, and miscellaneous. The projects in the ten categories were rated by the ACs.

The seventy-five projects were rated by the ACs. The average cumulative rating for all projects was 2.6. Thirty-eight ACs' ratings produced an average of 2.6. Fifty-six ARs' responses yielded an average of 2.6.

According to the cumulative average rating, the projects in the ten categories (with the exception of the crime-related projects) were most helpful to the agencies.

describe a project as "successful" or "unsuccessful" in order. There appear to be several different reasons for success. The first one, placed beyond the question, concerns the contribution of the experience to the intern. The second concerns the question of objectives. For example, a student may have achieved objectives but the project ended with the report. One to mind: A student produced the desired results but did not meet his project objectives but because his project was implemented without additional organizational support, it remained in limbo. In another example, an intern with no interest in an intern's project replaced the project originally developed the project. As soon as the project it was forgotten in that agency. The third dimension concerns the program structure. For example, the project was setting up a library. The intern did not receive the highest possible score (4) from the agency. He was asked to submit a written report and the AC gave him a score of "1".

As reported in Table 3, sixteen of the one hundred projects to achieve their objectives. Attention will be given to those projects. First, it should be noted that only two were judged as not achieving objectives. There was disagreement among the evaluators.

Projects that failed to achieve planned objectives, by females and six by graduate students. Thus, 40 percent of these projects were carried out by females. 40 percent of the projects evaluated were by females. 40 percent of the projects evaluated were by graduate students.

Projects that failed to achieve objectives were, approximately 70 percent of the failing APDCs; ten of the eleven were performed for the eleven was performed for an OEO-CAA. Of the eleven evaluated, 65 percent were placed in APDCs. The respondents for the failure of the intern to achieve planned objectives are varied. However, five

general categories appear to be appropriate. Distribution of the sixteen projects in the five categories is as follows:

1. Project design flaws and student ability—4
2. Personal problems and lack of interest—4
3. Failure to complete the project—4
4. Intern left—3
5. Lack of agency guidance—1

The interview was structured to secure a description of the kind of project and related activities that appeared to contain the best possibilities for successful completion. Many qualifying remarks clouded the area but generally it appears that successful projects reflect several of the following characteristics:

1. The project was carried out by a student with a high grade-point average.
2. The project was in the student's academic area of interest.
3. The student was mature.
4. The AR provided good supervision.
5. The project was meaningful.
6. The project did not require complex manipulation and interpretation of data.
7. The project often consisted of obtaining and compiling existing data in a different form.

There was considerable difference of opinion concerning field interviewing and coordination of activities with other agencies.

The seventy-five projects included in the evaluation can be classified according to ten kinds of projects: crime, economic development, economic labor, governmental, housing, information, land-use, recreation, and miscellaneous. Table 6 reveals how the projects in the ten categories were rated by the respondents.

The seventy-five projects were rated by ninety-three respondents. The average cumulative rating for all projects on a 4-point scale was 2.6. Thirty-eight ACs' ratings produced an average score of 2.6 and fifty-six ARs' responses yielded an average score of 2.7.

According to the cumulative average, social, recreation, and crime-related projects (with the exception of the three miscellaneous projects) were most helpful to the agencies. Conversely, projects

TABLE 6

Rating by Nature of Intern Project

Kind of Project	Total Projects	Cumulative Rating	Rating	Rate	AC Rating	AC Rate	AR Rating	AR Rate
	N		N	Mean	N	Mean	N	Mean
Land-use, zoning, & landscape	7	29	10	2.9	4	3.0	6	2.8
Crime	3	9	3	3.0	2	3.0	1	3.0
Economic development	10	38	15	2.5	7	3.1	8	2.0
Employment, labor	5	8	6	1.3	4	1.5	2	1.0
Recreation	5	21	7	3.0	4	2.8	3	3.3
Governmental	22	64	25	2.6	6	2.3	19	2.6
Social	11	37	12	3.1	4	2.8	8	3.3
Housing	5	21	9	2.3	4	2.3	5	2.4
Information	4	12	5	2.6	2	1.5	3	3.0
Miscellaneous	3	8	2	4.0	1	4.0	1	4.0
Totals	75	247	94	2.6	38	2.6	56	2.7

devoted to employment and labor and to housing were least helpful.

The ACs' rating differed from the composite. Projects concerned with crime remained high but recreation and social projects were replaced by land-use and economic development projects. The ARs' strong ratings for crime, recreation, and social projects appear to have influenced the composite rating sufficiently to overcome the lower score given by the ACs.

Table 7 provides an additional breakdown of ratings by sex and class standing. Projects conducted by males and undergraduates received higher composite scores than did the females or graduates. The ACs rated the projects by females at a low score of 1.6 compared with a 2.6 score for males. ARs ranked projects by male students highest, 3.6, while a score of 2.8 was given to each of the other three categories.

The governmental classification contains twenty-one projects. Because of the variation among projects in this category, and because of a perceived pattern, the governmental classification was further

examined. Table 8 contains some of the results of this additional analysis.

Twenty-five ratings by respondents were obtained for twenty-two projects. Of these, six

TABLE 7

Mean Ratings by Sex

	ACs	
	N	Mean
Female	5	1.6
Male	32	2.8
Undergraduate	19	2.6
Graduate	20	2.3

TABLE 8

Governmental Studies and Projects

	Projects N
Financial capability studies	12
Other projects	10
Females	2
Males	20
Undergraduates	14
Graduates	8

received the maximum score of 4. Ten of 0 and three could not be recalled. The project that appears to have a low rating is the financial capability study. Since only one project in the governmental classification is of the type to be important. Furthermore, five of the projects in such projects.

TABLE 6

by Nature of Intern Project

Cumulative Rating	AC		AC		AR	
	Rating	Rate	Rating	Rate	Rating	Rate
	N	Mean	N	Mean	N	Mean
29	10	2.9	4	3.0	6	2.8
9	3	3.0	2	3.0	1	3.0
38	15	2.5	7	3.1	8	2.0
8	6	1.3	4	1.5	2	1.0
21	7	3.0	4	2.8	3	3.3
64	25	2.6	6	2.3	19	2.6
37	12	3.1	4	2.8	8	3.3
21	9	2.3	4	2.3	5	2.4
12	5	2.6	2	1.5	3	3.0
8	2	4.0	1	4.0	1	4.0
247	94	2.6	38	2.6	56	2.7

examined. Table 8 contains some of the data generated through the additional analysis.

Twenty-five ratings by respondents were provided for the twenty-two projects. Of these, six, or 25 percent of the projects,

TABLE 7

Mean Ratings by Classification

	ACs		ARs		Total	
	N	Mean	N	Mean	N	Mean
Female	5	1.6	9	2.8	14	2.5
Male	32	2.8	34	3.6	66	3.2
Undergraduate	19	2.6	26	2.8	45	2.7
Graduate	20	2.3	29	2.8	49	2.6

TABLE 8

Governmental Studies and Interns by Sex and Class

	Projects	Cumulative Rating	Rating	
	N	N	N	Mean
Financial capability studies	12	34	15	2.3
Other projects	10	30	10	3.0
Females	2	4	2	2.0
Males	20	60	23	2.6
Undergraduates	14	38	15	2.5
Graduates	8	26	10	2.6

received the maximum score of 4. Three received the minimum score of 0 and three could not be recalled by the respondents. The kind of project that appears to have a low probability of success is the financial capability study. Since over one-half of the projects in the governmental classification are of this kind, such a probability seems to be important. Furthermore, five of the APDCs supervised interns in such projects.

and labor and to housing were least helpful. Projects concerned recreation and social projects were rated from the composite. Projects concerned economic development projects. The ARs' recreation, and social projects appear to have a composite rating sufficiently to overcome the ACs.

Additional breakdown of ratings by sex and class was conducted by males and undergraduates. The scores than did the females or graduates. Projects by females at a low score of 1.6 were for males. ARs ranked projects by male while a score of 2.8 was given to each of the

classification contains twenty-one projects. Among projects in this category, and because the governmental classification was further

There is a possibility that other variables influenced the relatively low performance on the financial topics. The four projects receiving the high scores were all in two APDC areas. The other eight were distributed among three other APDCs. Thus, it appears that if an intern in the Coosa, Lower Chattahoochee Valley, or Oconee APDC areas undertook a financial capability study, the odds against success were great.

The possibility of a project-agency interaction that may have affected the score or the accomplishment of an intern project

TABLE 9
Ratings of Intern Projects by Agencies

Kind of Agency	Total Projects N	Projects Rated N	AC Average	AR Average	Combined Rating
Central Savannah River APDC	4	3	2.0	4.0	3.0
Chattahoochee-Flint APDC	6	1	4.0	none	4.0
Coosa Valley APDC	11	7	2.7	2.6	2.6
Georgia Mountains Planning & Development Commission	8	6	3.6	3.6	3.6
Lower Chattahoochee Valley APDC	5	5	2.7	2.0	2.3
Middle Georgia Area Planning Commission	7	3	2.5	none	2.5
Northeast Georgia APDC	17	17	2.3	1.6	2.0
North Georgia APDC	2	2	3.0	4.0	3.7
Oconee APDC	6	5	2.7	1.4	1.9
Atlanta Model Cities	3	3	2.0	3.0	2.8
Atlanta Region Metropolitan Planning Commission	7	5	none	3.0	3.0
Augusta College	3	3	none	4.0	4.0
Coastal Plains Regional Commission	2	2	none	2.5	2.5
Department of Labor	3	3	2.0	2.0	2.0
OEO agencies	9	5	.5	3.7	2.4
Miscellaneous	8	5	3.5	4.0	3.6
Totals	101	75	2.6	2.7	2.6

appears to be worthy of examination. Tab that is useful in such an examination.

Sixteen classifications of agencies appear. Three agencies appear to have served as the that received conspicuously high ratings—APDC, the Atlanta Model Cities, and the Unfortunately, data from each of these reliable because the Chattahoochee-Flint project and the North Georgia score concern Atlanta Model Cities score is based on the more acceptable than the other two. The have greater possibilities for reliability, is APDC.

Low mean scores were given to projects Department of Labor (Georgia State Employment Athens and Atlanta), and the Lower Chattahoochee Valley.

Data is not sufficient to conclude interaction existed, but neither is data sufficient possibility. The fact that two of the agencies scores were also two agencies that housed financial capability studies is sufficient evidence in project definition within the two agencies.

There appear to be three major areas regarding or contribution of intern projects. These three characteristics, (2) supervisory characteristics. Profiles of the identified desirability of the above three areas based on interview below.

Twenty-one intern characteristics were respondent to select from. Each respondent was as he believed to be of importance.

Six of the characteristics appear to have significantly more important than the other order (with the percent of selections) they are

1. The intern should be able to express word—91 percent.
2. The intern should be able to express percent.
3. The intern should be able to work

at other variables influenced the relatively financial topics. The four projects receiving two APDC areas. The other eight were other APDCs. Thus, it appears that if an Chattahoochee Valley, or Oconee APDC capability study, the odds against success project-agency interaction that may have accomplishment of an intern project

appears to be worthy of examination. Table 9 provides information that is useful in such an examination.

Sixteen classifications of agencies appear appropriate for analysis. Three agencies appear to have served as the home of intern projects that received conspicuously high ratings—the Chattahoochee-Flint APDC, the Atlanta Model Cities, and the North Georgia APDC. Unfortunately, data from each of these agencies may not be as reliable because the Chattahoochee-Flint score concerns only one project and the North Georgia score concerns only two projects. The Atlanta Model Cities score is based on three projects and may be more acceptable than the other two. The next agency, which does have greater possibilities for reliability, is the Georgia Mountains APDC.

Low mean scores were given to projects in the Oconee APDC, the Department of Labor (Georgia State Employment Service Office in Athens and Atlanta), and the Lower Chattahoochee Valley APDC.

Data is not sufficient to conclude that an agency-project interaction existed, but neither is data sufficient to disprove the possibility. The fact that two of the agencies reporting low success scores were also two agencies that housed students working on financial capability studies is sufficient evidence to suggest greater care in project definition within the two agencies.

There appear to be three major areas related to the achievement or contribution of intern projects. These three areas are (1) intern characteristics, (2) supervisory characteristics, and (3) activity characteristics. Profiles of the identified desirable characteristics in each of the above three areas based on interview responses are provided below.

Twenty-one intern characteristics were provided for the respondent to select from. Each respondent was free to select as many as he believed to be of importance.

Six of the characteristics appear to have been perceived as being significantly more important than the others to the AC. Listed in order (with the percent of selections) they are:

1. The intern should be able to express himself with the written word—91 percent.
2. The intern should be able to express himself orally—77 percent.
3. The intern should be able to work well on independent

TABLE 9

Intern Project: by Agencies

Total Projects N	Projects Rated N	AC Average	AR Average	Combined Rating
4	3	2.0	4.0	3.0
6	1	4.0	none	4.0
11	7	2.7	2.6	2.6
8	6	3.6	3.6	3.6
5	5	2.7	2.0	2.3
7	3	2.5	none	2.5
17	17	2.3	1.6	2.0
2	2	3.0	4.0	3.7
6	5	2.7	1.4	1.9
3	3	2.0	3.0	2.8
7	5	none	3.0	3.0
3	3	none	4.0	4.0
2	2	none	2.5	2.5
3	3	2.0	2.0	2.0
9	5	.5	3.7	2.4
8	5	3.5	4.0	3.6
101	75	2.6	2.7	2.6

projects—77 percent.

4. The intern should be self-directed—73 percent.

5. The intern should be able to meet people with confidence—73 percent.

ARs selected similar characteristics:

1. The intern should be able to express himself with the written word—81 percent.

2. The intern should be self-directed—81 percent.

3. The intern should be able to express himself orally—78 percent.

4. The intern should be able to meet people with confidence—78 percent.

One of the possible supervisory characteristics was selected by the AC as being of greater importance. The AC believes that it is best to provide the intern with a broad framework within which to work with periodic evaluation and direction based on project development.

The AR selected three supervisory characteristics as being of great importance. They are:

1. Involve the intern in staff activities sufficiently to make him appear to be a regular staff member—78 percent.

2. Select the intern project prior to the intern's arrival—78 percent.

3. Provide the intern with a broad framework within which to work, periodic evaluation, and direction based on project development—74 percent.

Eleven activity characteristics provide a selection base from which the respondents selected the most important activity characteristics. However, the selection distribution among both groups of respondents was such that no one characteristic appeared significantly more important than the others. In contrast, it appears that the ACs believed that the activity should not be limited to the agency mission or files, whereas the ARs and ACs believed that the activity should not be theoretical or abstract. Many respondents made qualifying remarks when selecting from each of the profile areas.

General Observations

In addition to the structured questions, an opportunity was provided that the respondents might wish to make comments that would be pertinent to the evaluation are reported. Observations are reported unchanged; no attempt was made to report to justify, explain, or moderate the comments. The statements appear to reside in the respondents' minds and reflect the impression of the respondents. The respondents offered opinions that were not necessarily the opinions held by their colleagues.

The role of the AC in the program appears to be a source of concern of ACs; 18 of 75 recorded statements related to this topic. Observations varied from general project control to specific suggestions for improvement. It appears that many of the ACs were uncomfortable. The uneasiness appears to come from several sources: (1) lack of communication between ACs and the ARs; (2) lack of information; (4) involvement in projects of no interest; and (5) involvement at the

The next area of concern to the ACs was the selection of students for the internship. It seems to be selling cheap labor instead of quality. Seven observations related to this concern. Seven observations suggested that the AC and ARs should joint project pre-planning. Such pre-planning would better define projects, activities, and recruitment.

The third area of concentrated concern was the SREB procedures. These comments varied from criticism of the SREB procedures to lack of clarity about SREB procedures. The comments were directed toward the report. There was a requirement as being too rigid. Another comment was that the SREB properly the concern of the student and the agency."

Other observations are summarized below:

1. The agency expects too much from

self-directed—73 percent.
able to meet people with confidence—73

characteristics:

able to express himself with the written
self-directed—81 percent.
be able to express himself orally—78
able to meet people with confidence—78

supervisory characteristics was selected by
importance. The AC believes that it is best
a broad framework within which to work
direction based on project development.
supervisory characteristics as being of

staff activities sufficiently to make him
staff member—78 percent.
project prior to the intern's arrival—78

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l or abstract. Many respondents made
ecting from each of the profile areas.

General Observations

In addition to the structured questions discussed by the respondents, an opportunity was provided for general observation that the respondents might wish to make. Observations that appear to be pertinent to the evaluation are reported in the following pages. Observations are reported unchanged; no attempt is made in the report to justify, explain, or moderate the statements. The value of the statements appears to reside in the fact that the observations reflect the impression of the respondents. Furthermore, several of the respondents offered opinions that were exactly opposite from opinions held by their colleagues.

The role of the AC in the program appeared to be the major area of concern of ACs; 18 of 75 recorded statements were in some way related to this topic. Observations varied from recommending greater project control to specific suggestions of AC tasks. Generally, it appears that many of the ACs were uncomfortable in their roles. The uneasiness appears to come from several sources: (1) value conflicts between ACs and the ARs; (2) lack of communication; (3) lack of information; (4) involvement in projects in which the AC had little or no interest; and (5) involvement at the last minute.

The next area of concern to the AC was the procedure for selecting students for the internship. It was observed that "SREB seems to be selling cheap labor instead of an educational program." Seven observations related to this concern. In addition, four other observations suggested that the AC and AR should engage in more joint project pre-planning. Such pre-planning, it was suggested, would better define projects, activities, and roles and facilitate intern recruitment.

The third area of concentrated concern was the role of SREB. These comments varied from criticism of SREB administrative procedures to lack of clarity about SREB's role. Related comments were directed toward the report. There was criticism of the report requirement as being too rigid. Another individual said "the report is properly the concern of the student and the counselor—not the agency."

Other observations are summarized below:

1. The agency expects too much from the student.

2. Educational value of the internship should be emphasized.
3. The field experience is good for the student.
4. Benefits depend upon the appropriate use of student-collected data by the agency.
5. The program should be expanded and focused on both human and physical resource development.
6. College credit should be given.
7. Giving credit would destroy the program.
8. Intern success and grade-point average are related.
9. The agency using an intern should not have to pay.
10. There should be a sliding scale (financial support) according to the value of intern projects.
11. Supervision is the key to success.
12. Agencies lack manpower to provide adequate intern supervision.
13. Perhaps students should be placed in participant-observer roles rather than internships.
14. There has been difficulty in securing basic resource data from agencies.
15. Increase intern salaries.
16. Agency provided inadequate supervision.
17. SREB should have field contact with interns.
18. SREB should not intervene after the project is initiated.
19. Interns should have a pre-job training period at university.
20. Projects are unrealistic—too detailed.
21. The project should be completed by the end of summer.
22. ACs should receive pay for work on projects.

ARs were not as loquacious as the ACs. Forty-five observations were recorded based on comments by the ARs. Some of these are similar to observations made by the ACs but some conflict with the observations reported earlier.

Most of the ARs' comments fall under the general heading of supervision. The area receiving the most discussion concerned the impact of projects on local communities. Three of the observations suggested that the impact of a project upon the community is due to the nature of the project. Some projects are designed for direct impact and others are designed to provide information, according to the AR comments recorded.

The second area of concern produced comments. Two of the recorded observations that supervision at the agency level is the key. Other observations differ; one AR believes that on the student than on the activity. Along said success is related to the intern project career field. Another saw success as being related level and maturity of the intern; he believes restricted to graduate students. Another AR and educational level but he did indicate the student is an important variable.

Observations concerning the intern project

1. The project should be meaningful.
2. The project should be achievable with have a clear terminal point. (Four of internships are too short.)
3. The educational value of the activity
4. The project should be a time-consuming task.
5. The performance should be of professional competence.
6. The student should not be expected competence.
7. Basic research projects are better than interns' limited experience and knowledge.
8. Interns were less than satisfactory in research. They required more supervision necessary.

A fourth area of concern to the ARs was Six ARs addressed their comments to the setting project goals, and getting the right kind ARs believe that the employing agency should interview and selection procedures.

Like the ACs, the ARs are confused about SREB, and the agencies all fit together. SREB the criticism. One AR said, "The role of SREB said that SREB should tell the student the situation and that SREB should discipline

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anded and focused on both human
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int average are related.
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e projects are designed for direct
o provide information, according to

The second area of concern produced comments similar to AC comments. Two of the recorded observations reveal the perception that supervision at the agency level is the key to a successful project. Other observations differ; one AR believes that success depends more on the student than on the activity. Along similar lines, another AR said success is related to the intern project's being in the student's career field. Another saw success as being related to the educational level and maturity of the intern; he believes the internship should be restricted to graduate students. Another AR did not equate maturity and educational level but he did indicate that the maturity of the student is an important variable.

Observations concerning the intern project were as follows:

1. The project should be meaningful.
2. The project should be achievable within the time limit and have a clear terminal point. (Four other ARs said that the internships are too short.)
3. The educational value of the activity should be stressed more.
4. The project should be a time-consuming, simple, but necessary task.
5. The performance should be of professional quality.
6. The student should not be expected to possess professional competence.
7. Basic research projects are better than field work because of interns' limited experience and knowledge of agency.
8. Interns were less than satisfactory in carrying out independent research. They required more supervision than believed to be necessary.

A fourth area of concern to the ARs was the recruitment area. Six ARs addressed their comments to the area of project design, setting project goals, and getting the right kind of intern. Two of the ARs believe that the employing agency should be involved in the interview and selection procedures.

Like the ACs, the ARs are confused about how the colleges, SREB, and the agencies all fit together. SREB received the brunt of the criticism. One AR said, "The role of SREB is unclear." Another said that SREB should tell the student he is in an employment situation and that SREB should discipline interns for undesirable

behavior. A third said that SREB's involvement increased the cost (by requiring students to travel for orientation sessions and other activities) beyond the break-even point. As a result he rated the program at a net cost to his agency. A fourth said SREB should spend more time with the agencies developing the program.

Two of the ARs believe that the report requirement is too rigid and should be relaxed.

One AR said that his project, financed by a federal grant, had extremely rigid guidelines that caused numerous difficulties for all concerned. He said, "Send us the intern with fewer strings attached—we'll see that an appropriate and good job is done."

Conclusions and Recommendations

Based on the data collected in interviews with 23 ACs and 28 ARs, the following conclusions are offered concerning the intern projects covered in this evaluation:

1. ARs believed the internship projects contributed to their agency mission.
2. ACs believed the internship projects may have contributed a little to the agency mission while being helpful in other ways.
3. A majority of the intern projects achieved the planned objectives.
4. There are perceptions and evidence that the intern projects made direct tangible contributions to agencies and local government.
5. ACs and ARs believed the internship program to be valuable to the agencies and to the students.
6. The internship program was perceived as being of net positive value to the agencies employing interns.
7. Many different factors possibly contributed to unsuccessful projects. Major factors appear to be supervisory, project design, and intern related factors.
8. There is no clear relationship between successful project accomplishment and kind of activity.
9. Certain intern and supervisory characteristics were considered desirable. The intern characteristics are the ability to communicate, be self-directed, and meet people with confidence.

Desirable supervisory characteristics are provided with a broad framework with periodic evaluation and direction based on (1) the intern project should be selected, (2) the intern project should be self-directed, and (3) the intern should be involved in the project.

The following recommendations are offered of the SREB internship program:

1. The development of a document for the SREB internship program. This document should include (1) program objectives, (2) program rationale, and (4) definition of roles of SREB. Such a document would enable to examine the program structure sufficient responsibilities of each participant. Such a document would provide an opportunity to question activities within a philosophical information.
2. Placement activities should begin earlier than at the present. Agencies desiring the project by November of each year submitted for approval (to be granted January 15 of each year). Recruiting November with a preliminary screening of potential interns and projects would be possible. Such a process would also begin in November with a possible meeting by February 1. Potential interns would be able to meet between February and March. Selection of interns would take place during a placement work session including intern, agency, and SREB representatives possible between April 15 and May 1. Agencies should require the employment of a full-time supervisor. Institutions such as the University of Georgia should be included.
3. Machinery should be instituted to ensure communication at least within a year of the project.
4. Costs to sponsoring agencies should be reduced.
5. ACs should be remunerated for their services.
6. No ACs should have more than three interns.
7. Supervisory capability of agency should be enhanced.

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Desirable supervisory characteristics are: (1) the intern should be provided with a broad framework within which to work with periodic evaluation and direction based on project development, (2) the intern project should be selected prior to the intern's arrival, and (3) the intern should be involved in staff activities.

The following recommendations are offered for the strengthening of the SREB internship program:

1. The development of a document that outlines and describes the SREB internship program. This document should address itself to (1) program objectives, (2) program philosophy, (3) rationale, and (4) definition of roles of intern, agency, college, and SREB. Such a document would enable each participating party to examine the program structure sufficiently to understand the responsibilities of each participant. Such a document would also provide an opportunity to question and modify program activities within a philosophical informational framework.
2. Placement activities should begin at least nine months earlier than at the present. Agencies desiring an intern should develop the project by November of each year. Projects could then be submitted for approval (to be granted or rejected no later than January 15 of each year). Recruiting of interns could begin in November with a preliminary screening by February 15. Potential interns and projects would be paired. Recruitment of ACs would also begin in November with a pairing of ACs and projects possibly by February 1. Potential interns, ACs, and ARs would be able to meet between February 1 and March 30. Final selection of interns would take place on April 15. A pre-employment work session including intern, AC, and AR would be possible between April 15 and May 30. Such a program may require the employment of a full-time SREB coordinator at large institutions such as the University of Georgia.
3. Machinery should be instituted to improve follow-up communications at least within a year of the completed program.
4. Costs to sponsoring agencies should be reduced.
5. ACs should be remunerated for their efforts.
6. No ACs should have more than three interns at one time.
7. Supervisory capability of agency should be evaluated.

8. Variation of the length of the internship should be experimented with.

9. SREB should consider removing itself from the operational procedures after the intern has been selected and placed. Funds for salaries and other expenses should be turned over to the cooperating college.

10. The program should be expanded.

11. The purpose and value of the report requirement should be examined.

12. A more flexible experimental stance should be adopted.

If the above recommendations are followed, it is believed that the SREB internship program will be able to cite even greater benefits to students, agencies, and communities in the future.

Service-Learning Takes a Look at Itself

David Kiel

Introduction and Note on Method

This study is based on questionnaires administered in the summer of 1970 to a sample of participants in internship programs throughout North Carolina. Most of these programs were conducted by a number of colleges and universities in cooperation with public agencies of various kinds throughout the state. Most of the programs are based on the concepts of service-learning originated by the Southern Regional Education Board (SREB), which is the guiding philosophy of the educational efforts of the North Carolina Internship Office (NCIO) for whom this study was undertaken.

Service-learning, as descriptive of a set of educational practices, consists of programs in which students learn by working on a real community problem in an atmosphere of support and autonomy. At eleven colleges and universities throughout North Carolina, summer internship programs were operated in 1970 on a service-learning basis. All programs followed a basic internship format which included the following items:

1. The student intern received an educational stipend to perform a specific service or project for a public agency.
2. A faculty counselor was provided by the students' educational institution as an advisor to the student.
3. There was a designated agency supervisor for the student's project.
4. In many cases there were seminars and conferences for the student interns which dealt with a variety of issues relevant to the students' work.

This evaluation of the internship experience of undergraduate students during the summer of 1970 was the second of three related research efforts conducted by David Kiel in North Carolina during three successive internship appointments. It was prepared for the North Carolina Internship Office and published in May 1971. The final report, which the author refers to on this page, was published by SREB in September 1972.

In addition, a number of other student programs that were similar in many ways above, except that they were operated by universities but by state agencies. These included the Internship Program of the Institute of Public Administration, the Department of Corrections Program, the Department of Social Services Internships, and a small proportion of the Education (PACE) program participants involved about four hundred college and university students this summer.

This study is an attempt to explore the factors that these programs generate and to discover what they mean to the participants involved, with a view to providing information that will be useful in assessing the effectiveness of these programs.

This study might be labeled "pre-evaluative" in the sense that we are going to be able ultimately to ask the appropriate hypotheses that we will subsequently test. This report the reader will not find extensive use of control groups, pre-tests, and post-tests. If students are employed, they are used as tools for the purpose of framing likely hypotheses, not for testing them.

This study is our second research effort in this area and is preparatory to a third. It is a follow-up study of student interns in service-learning programs. In that study we found what seemed to be the crucial phenomenon in the experience. In this study we have in mind the relative frequency of these phenomena.

*See Elizabeth Herzog, "Some Guidelines for Evaluating Service-Learning Programs," *HEW*, 1959, p. 79.

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Questionnaires administered in the summer of 1970 to participants in internship programs throughout the state. Most of these programs were conducted by a number of universities in cooperation with public agencies of the state. Most of the programs are based on service-learning originated by the Southern Regional Education Board (SREB), which is the guiding philosophy of the North Carolina Internship Office. This study was undertaken.

This study is descriptive of a set of educational practices, in which students learn by working on a real project in an atmosphere of support and autonomy. At universities throughout North Carolina, summer programs were operated in 1970 on a service-learning basis. It followed a basic internship format which includes the following items:

Each intern received an educational stipend to perform the project for a public agency. Financial support was provided by the students' educational institutions. A designated agency supervisor for the student's project was assigned to the student.

There were seminars and conferences for the interns which dealt with a variety of issues relevant to the project.

This study is a part of the experience of undergraduate students during the summer of 1970. It is related to the research efforts conducted by David Kiel in North Carolina on service-learning appointments. It was prepared for the North Carolina Internship Office and published in May 1971. The final report, which the author completed, was published by SREB in September 1972.

In addition, a number of other students participated in internship programs that were similar in many ways to the internship described above, except that they were operated not by colleges and universities but by state agencies. These include the State Government Internship Program of the Institute of Government, the State Department of Corrections Program, the Law and Order Division Internships, and a small proportion of the Plan Assuring College Education (PACE) program participants. In all, these programs involved about four hundred college and university student interns this summer.

This study is an attempt to explore the conditions for learning that these programs generate and to discover what actually happened to the participants involved, with a view toward uncovering information that will be useful in assessing and improving the effectiveness of these programs.

This study might be labeled "pre-evaluative research."* It is pre-evaluative in the sense that we are gathering information in order to be able ultimately to ask the appropriate questions and to frame hypotheses that we will subsequently test scientifically. Hence in this report the reader will not find extensive use of statistical procedures, control groups, pre-tests, and post-tests. Where statistical methods are employed, they are used as tools for managing data for the purpose of framing likely hypotheses, not testing them.

This study is our second research effort on service-learning programs and is preparatory to a third. In the fall of 1970 we did a follow-up study of student interns who participated in 1969 service-learning programs. In that study we were able to identify what seemed to be the crucial phenomena of the internship experience. In this study we have in many cases been able to measure the relative frequency of these phenomena. These data also contain

*See Elizabeth Herzog, "Some Guidelines for Evaluative Research," Children's Bureau, HEW, 1959, p. 79.

our first extensive look at roles of the faculty and agency participants in the service-learning program.

Another goal of this study was to attempt to see in what ways the internship could be viewed as a developmental process. In order to do this, questionnaires were administered at the start, middle, and at the end of the programs to each of the three types of participants: intern, counselor, and supervisor. Thus, nine different questionnaires were used in the study.

Finally, this study was for the purpose of discovering which aspects of the internship program were most important to the learning opportunities we were trying to provide. So in this report we have some analysis of how student learning varies with differing program aspects such as task, content, supervisory support, intern motivation, and the like.

The major limitation of this study in achieving all of these goals stems from a declining rate of return* from the first to the third questionnaire in all role categories, as is shown in the table below.

	1st Questionnaire	2nd Questionnaire	3rd Questionnaire
Faculty	14	12	8
Agency	30	30	17
Student	67	42	17

The numbers are the count of the questionnaires returned for each administration. The questionnaires were administered by the coordinators of the programs with instructions to distribute them randomly. At a meeting in Charlotte in the early fall, the coordinators explained the decline in the rate of return. Generally, their response was that the questionnaires were too long and too many and that a number of projects were completed by the time they got the final questionnaires. This information as to the questionnaire tolerance of our respondents should be useful in planning our future research efforts.

This decline in actual number of questionnaires is complicated by the fact that in many cases, particularly among the faculty and agency respondents, different individuals returned questionnaires

*Originally we had sent questionnaires to 100 students, 35 faculty counselors, and 35 agency supervisors.

each successive administration. Thus we have a continuous set of perspectives on the program. It has been due to the fact that program complaints about excessive questioning have been "worked around." This is again instructive in that it shows that researchers can cause for themselves problems. Nevertheless, the sample seems to have a reasonably good distribution. We have tried to note points of tension with the representativeness of the sample. In asking the question some of the possible conclusions from the text I have generally indicated the tentative conclusions and, in some cases, the reasons based to guide the reader as to the weight of the findings presented.

Despite these drawbacks, I feel that the study has made toward clarifying the tensions, the relationships of the various roles in the service-learning program, some internship phenomena, and in some cases a framework relating internship event to learning outcome. With the reader's judgment. But I feel in moving this forward that more carefully controlled follow-up evaluation is needed.

The Varieties of Internship

Following the classification scheme used in the report, we were able to count the number of projects provided largely or exclusively research, direct service, significant component of setting up a program, bringing about some change, or that provided opportunities for direct service to individuals. Responses to our first intern questionnaire showed that the intern projects consisted of research, 27, contained a major component of direct service, about one-seventh of the projects were opportunities for rendering direct service to individuals. One response was unclassifiable. About two-fifths of the internships provided opportunities for cross-cultural contact. This meant generally that the student providing direct services to or

work at roles of the faculty and agency service-learning program.

This study was to attempt to see in what ways service-learning was viewed as a developmental process. In order to answer these questions, questionnaires were administered at the start, middle, and end of the study to each of the three types of participants: students, faculty, and supervisor. Thus, nine different questionnaires

were used for the purpose of discovering which aspects of the program were most important to the participants and what they were trying to provide. So in this report we will show how student learning varies with differing tasks, content, supervisory support, intern

ship, and the role of this study in achieving all of these goals. The rate of return* from the first to the third categories, as is shown in the table below.

Rate of Return	2nd Questionnaire	3rd Questionnaire
1st	12	8
2nd	30	17
3rd	42	17

The low rate of return of the questionnaires returned for each category was due to the fact that the questionnaires were administered by the coordinators with instructions to distribute them in Charlotte in the early fall, the time of the decline in the rate of return. Generally, the questionnaires were too long and too many projects were completed by the time the questionnaires were returned. This information as to the rate of return of our respondents should be useful in future efforts.

The number of questionnaires is complicated by the fact that, particularly among the faculty and other individuals, returned questionnaires were given to 100 students, 35 faculty counselors, and 35

each successive administration. Thus we have a composite rather than a continuous set of perspectives on the internship. This may have been due to the fact that program coordinators, faced with complaints about excessive questioning, tried to "spread the load around." This is again instructive in terms of the kinds of problems that researchers can cause for themselves and administrators. Nevertheless, the sample seems to have at least a good geographic distribution. We have tried to note points in the text where problems with the representativeness of the sample seem to call into question some of the possible conclusions from the data. Throughout the text I have generally indicated the number of questionnaires on which tentative conclusions and, in some cases, speculations are based to guide the reader as to the weight that he might give to the findings presented.

Despite these drawbacks, I feel that significant progress has been made toward clarifying the tensions, difficulties, and opportunities of the various roles in the service-learning format, in quantifying some internship phenomena, and in moving toward a theoretical framework relating internship events and processes to student learning outcome. With the reader, of course, rests the final judgment. But I feel in moving this far we have set the stage for a more carefully controlled follow-up evaluation, now underway.

The Varieties of Internship Activity

Following the classification schema developed in the 1969 report, we were able to count the number of internships that provided largely or exclusively research opportunities, or contained a significant component of setting up or organizing a program or bringing about some change, or that included significant opportunities for direct service to individuals. We found that of 62 usable responses to our first intern questionnaire, 26 or about 43 percent of the intern projects consisted of research activity, a nearly equal number, 27, contained a major component of organizing, and only 9 internships, about one-seventh of the sample, provided major opportunities for rendering direct and personal services to individuals. One response was unclassifiable. In addition, we found that about two-fifths of the internships provided major opportunities for cross-cultural contact. This meant generally, a middle-class college student providing direct services to or surveying the poor, or a black

student working in a predominantly or exclusively white community agency.

Unfortunately, the poor return rate of the final questionnaire prevents us from drawing any inferences about the relationship between the above categories and the ultimate learning that takes place. Thus, the evaluation of this particular mix of learning opportunities provided by the NCIO and other programs will have to wait until we can establish these linkages between learning outcomes and internship activity and type.

The Orientation of the Participants to the Service-Learning Framework

A. Students

The returns from 67 interns reveal a strong confirmation of the conclusions drawn from our 1969 explorations. Given a chance to rank order their motivations for accepting an internship position in the summer of 1970 from among five factors identified in our previous study and also provided with the opportunity to write in additional factors, 52 of the 67 cited either "a chance to help others" or "a chance to work in a field that particularly interests me" as their chief motivation. A total of 29 students indicated that one of these statements was ranked first and the other ranked second in terms of their own hierarchy of motivations. Thus, it seems safe to say that the population sampled seemed strongly predisposed to service-learning values. The emphasis seems to be on action. The students seem to be seeking an opportunity to use skills, to try out knowledge gained in school, or to explore interests in a way that provides a significant service to others.

B. Faculty

In our 1969 report we identified "interest in social change, educational change, interest in a specific student, and academic interests" as the chief interests that lead faculty members to assume counseling roles to service-learners. In our 1970 study we tried to assess the relative strengths of these motivations.

The faculty, as a group, report that opportunities to follow academic interests and to participate in social and educational change

programs are about of equal importance as the opportunity to be personally interested.

Nevertheless, in responding to questions to describe the initial stages of their service-learning, faculty members reveal that interns they already knew the student interns from before they met them in the jobs themselves. In fact, one member worked with a group of students who reported knowing well six out of eight of the students and seven out of eight of the student interns. The fact that faculty rate prior interest in service-learning, motivation, prior relationships with students in situations sampled.

We asked the counselors to list the learning needs of the student interns and to rank them to think about the various factors that place in an internship situation and to support learning. We also were asked to list possible learning outcomes by the student interns.

The responses to the question about the learning needs to learn as a person growing into three broad categories: intellectual growth, and self-discipline, and problem-solving. Together they accounted for 19 of 20 responses to the question. These responses are listed below.

Under autonomy and self-discipline:

1. independent action;
2. future orientation;
3. to become self-motivated;
4. self-discipline;
5. to work independently;
6. how to handle immense responsibility.

Under the category interpersonal relationships to learn:

1. to confront a situation and
2. to sensitize himself to people's needs.

a predominantly or exclusively white community

the poor return rate of the final questionnaire drawing any inferences about the relationship categories and the ultimate learning that takes evaluation of this particular mix of learning aided by the NCIO and other programs will have to establish these linkages between learning outcomes and type.

Orientation of the Participants to the Service-Learning Framework

A. Students

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as a group, report that opportunities to follow and to participate in social and educational change

programs are about of equal importance to them but relatively more important than the opportunity to work with students in whom they are personally interested.

Nevertheless, in responding to a question which asks them to describe the initial stages of their relationship with the interns, the faculty members reveal that in the majority of cases that they already knew the student interns from previous courses or had placed them in the jobs themselves. In two cases where a single faculty member worked with a group of students, the faculty members reported knowing well six out of seven of the students in one case and seven out of eight of the students in another. Thus, despite the fact that faculty rate prior interest in the student as a relatively low motivation, prior relationships did exist in a majority of the intern situations sampled.

We asked the counselors to list their perceptions of the specific learning needs of the student interns. Our intent was to encourage them to think about the various kinds of learning that could take place in an internship situation and thus aid their ability to intervene to support learning. We also were interested in expanding our list of possible learning outcomes by building on their conceptualizations.

The responses to the question "what do you think he (the intern) needs to learn as a person growing toward maturity?" tended to fall into three broad categories: interpersonal competence, autonomy and self-discipline, and problem-solving skills. These categories taken together accounted for 19 of 22 items given in response to this question. These responses are listed below:

Under autonomy and self-discipline, the student needs to learn:

1. independent action;
2. future orientation;
3. to become self-motivated;
4. self-discipline;
5. to work independently;
6. how to handle immense responsibilities.

Under the category interpersonal competence, the student needs to learn:

1. to confront a situation and resolve it as benefits the person;
2. to sensitize himself to people involved;

3. to work with adults;
4. interpersonal competence;
5. how to learn to work with others without an overbearing attitude of superiority.

In the area of problem-solving skills, the student needs to learn:

1. to think;
2. to identify a problem;
3. to bring resources together to work toward a solution;
4. to screen information;
5. to know practical and pragmatic aspects of the real world;
6. to see complexity of bureaucracy;
7. more precise knowledge in his field;
8. to understand the joining of the philosophical and the practical.

Other "personal learnings" included: "respect for cultural differences," self-knowledge, and "more experience and exposure."

When we asked for the students' learning needs as community problem-solvers, we got two kinds of responses. Mostly, the faculty spoke about general aspects of problem-solving, but in a few cases they identified issues that were important to mastering specific internships. It is probably reflective of the fact that these questionnaires were filled out during the initial period of the internship that a great many of the perceived learning needs have to do with the processes of problem-definition. I would place the following responses in this category:

1. Distinguish between tasks that should be performed by the expert, the indigenous worker, and the student intern.
2. Discover that problem definitions are imprecise.
3. Show persistence and patience in information-gathering.
4. Learn the capacities of the problem-solver versus the dimensions of the problem.
5. Balance between cynicism and idealism and optimism and pessimism.
6. Size up a situation and place it in a workable context.
7. Conceptual tools to generalize community problems quickly.

8. Know the community and culture.
9. Establish relationships with people.
10. Come to see the dynamics of the situation involved.

Learning needs mentioned that were not in the initial stages of problem-solving included:

1. Need to find out about themselves.
2. Ability to analyze, speculate.
3. To be open to new information.
4. To learn to draw conclusions on the basis of evidence.
5. To listen.

Learning needs mentioned that were very specific included:

1. Know more about folk music in the region.
2. Learn interview technique.
3. Black students develop a sense of worth.
4. Sense for service delivery problems.
5. Understand interagency cooperation.

Finally, we asked the faculty, "what do students need to learn as a student trying to gain understanding of a community or subject area?" In answering this the faculty responded primarily in two ways: they talked about the importance of knowing or sources of data that a student could use to develop the skills he needs to learn in a community setting.

The sources of data that the course faculty mentioned were: (1) theory and research, written knowledge; (2) experience: knowledge that comes from contact with the community; (3) knowledge that comes from actual involvement in a community setting, which these sources were mentioned as people-experience-4; involvement-2.

The skills that the faculty cited as being needed by students to learn may be summarized as: problem definition-3; making connections between theory and practice-2; information-gathering competence

8. Know the community and culture.
9. Establish relationships with people.
10. Come to see the dynamics of the situation in which you are involved.

Learning needs mentioned that were not so clearly related to the initial stages of problem-solving included:

1. Need to find out about themselves.
2. Ability to analyze, speculate.
3. To be open to new information.
4. To learn to draw conclusions on the basis of adequate data.
5. To listen.

Learning needs mentioned that were very specific included:

1. Know more about folk music in the region.
2. Learn interview technique.
3. Black students develop a sense of worth.
4. Sense for service delivery problems.
5. Understand interagency cooperation.

Finally, we asked the faculty, "what does the intern need to learn as a student trying to gain understanding of a particular project or subject area?" In answering this the counselors responded primarily in two ways: they talked about the different ways of knowing or sources of data that a student could use and also about the skills he needs to learn in a community setting.

The sources of data that the counselors identified were (1) theory and research, written knowledge; (2) experience, observation: knowledge that comes from contact with people; and (3) knowledge that comes from actual involvement in and commitment to action in a community setting. The frequency with which these sources were mentioned are as follows: Reading—7; people-experience—4; involvement—2.

The skills that the faculty cited as being necessary for the students to learn may be summarized as follows: Analysis—2; problem definition—3; making connections between theory and practice—2; information-gathering competence—4; and interpersonal

skills-3. (The numbers represent the frequencies with which the items were cited.)

After getting the faculty to indicate their perceptions of student learning in the areas of personal growth, community problem-solving, and understanding a subject-area of project, we asked, "In which of these areas could they help the student?" Eleven indicated that they could help the student in "understanding a particular project or subject area," seven replied that they could help him in his "learning needs as a community problem solver," and three indicated that they thought they could be of assistance in helping the student "learn as a person growing toward maturity."

The faculty were asked to specify the things that "would make your relationship with the student intern a satisfying one." Most frequently mentioned sources of satisfaction were: being able to help the intern complete his task successfully-6; being associated with interns who exhibited enthusiasm, sincerity, and capability-7; helping the interns grow in some of the following directions-confidence as a problem-solver, concern about social problems, self-awareness, and decision-making ability-6. Faculty counselors also reported that being accepted and respected by their counselees would be satisfying-1.

Last, we asked the faculty what they wanted to learn from the experience of being intern counselor. Eight emphasized that they wanted to develop their competence as a teacher in an experiential learning situation. Another major learning goal was in the theory and practice of service-learning itself: understanding a specific community problem-2; facilitating the use of students as manpower to meet community needs-2; gaining a better understanding of the local community-4.

The faculty are themselves people who are interested in change, but their role is one of counselor. Thus, they are at least one step removed from the locus of change. In that role they see the student as having more needs than they can fulfill. (You recall that only about one-third felt they could meet personal growth needs of students, only about one-half felt they could meet their needs as problem-solvers, but almost all felt competent to meet their needs as traditional learners.) In talking about what would be satisfying for them, they talked chiefly about meeting the student's personal growth needs and intern needs as problem-solver, as well as the benefits derived from contact with enthusiastic, involved young

people. Finally, when asked respond typically that they counselor in this situation.

Thus it seems that by placing the following things: we recruit students and who are interested in change, which they can only meet through adequately supporting students, do, thus generating a need to improve the learning situation. We will continue this challenge as we explore the needs of students.

C. The Agency Supervisors

The agency supervisors were asked for participating in the internships with them. These reasons were:

1. Perform needed service without intern help.
2. Recruit college students.
3. To get new ideas and perspectives.
4. Expose students to work in government.

The results of this inquiry are as follows:

Reason	1	2
1	17	5
2	3	7
3	4	10
4	4	7
5	2	1

N=30

*calculated by adding 0 as 6

ers represent the frequencies with which the faculty to indicate their perceptions of student personal growth, community problem-solving, subject-area of project, we asked, "In which of help the student?" Eleven indicated that they nt in "understanding a particular project or plied that they could help him in his "learning problem solver," and three indicated that they of assistance in helping the student "learn as a maturity."

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people. Finally, when asked what *they* want to learn most, they respond typically that they want to learn how to be a better counselor in this situation.

Thus it seems that by placing faculty in this situation we do the following things: we recruit people who are interested in students and who are interested in change, but who are placed in a situation in which they can only meet their need to help bring about change by adequately supporting students—a task they do not feel equipped to do, thus generating a need to learn how to counsel in the experiential learning situation. We will continue to look at how the faculty met this challenge as we explore later in the report their interactions with students.

C. The Agency Supervisors

The agency supervisors were asked to rank four suggested reasons for participating in the internship program in order of importance for them. These reasons were:

1. Perform needed services which the agency could not afford without intern help.
2. Recruit college students for future positions in the agency.
3. To get new ideas and perspectives from students.
4. Expose students to work in social-service agencies and state government.

The results of this inquiry are summarized in the following table:

Reason	Rank						mean rank*
	1	2	3	4	5	0	
1	17	5	2	4	0	2	1.7
2	3	7	6	7	0	7	2.8
3	4	10	10	2	0	4	2.9
4	4	7	6	8	2	3	2.7
5	2	1	1				

N=30

*calculated by adding 0 as 0.

It appears, then, that the chief reason for agency participation is to gain extra hands to perform important services. Other reasons exist but they are generally of secondary importance.

This result is confirmed by the data gathered from the agency supervisors about their hopes and expectations for the interns. We asked them in the initial questionnaire what "a successful experience" would mean for them in terms of the performance of the student interns. We asked them to name as many items as they could think of as being a part of a successful experience. The responses were coded into six categories:

1. Concern about task completion.
2. Learning from the intern—desiring his ideas and perspectives.
3. Teaching the intern—exposing him to agency operations, recruiting him for future service.
4. Service-learning growth—wanting the intern to learn about community problem-solving methods, develop insight and concern about the specific community problem.
5. Personal growth—wanting the intern to develop ability to schedule and carry out his own work, the ability to work with others, to have a successful and meaningful experience.
6. Make agency-university liaison.

For example, the following response was coded 1 and 3: "A successful experience with student interns would necessarily mean the successful completion of the project or projects to which the intern has been assigned. It would also involve an interplay of ideas between the agency and the intern. The intern program is viewed by this office not merely in the light of the contribution the intern makes to the work of the office, but additionally in terms of the contributions the agency makes to the intern's store of knowledge of experiences. The intern should be involved in many various operations of the agency in order to obtain a broad view of the work of the agency. In this particular agency we deal with legal problems and procedures and feel that a large part of the term 'successful experience' is satisfied as the intern receives substantial exposure to the varied operations of the agency."

The results of the coding are summarized in the following table:

	Coding Categories	
	1	2
Frequency of response	21	14

Total N=30.

So successful task completion, supervisor's positive expectations, learn from the intern, and to have awareness of, concern for, and community problems seemed also agency supervisor's definition of a successful experience. Concern about the student's individual growth was expressed and the desire to develop the intern was expressed in only one case.

In twenty-one cases the supervisor expressed the desire to teach the intern or gaining ideas from the intern (see above). In six cases the supervisor expressed the desire to gain ideas only, in eight cases gaining ideas and giving ideas, and in the remaining seven cases the desire was made of teaching or learning from the supervisor. I mention this because the supervisor's expectations might turn out to be a part of the internship process. Of course, further research is needed to verify this hypothesis.

D. The Starting Places: Orientations of the Agency Supervisors

Agency supervisors differ in their orientations. Some agency supervisors in at least one important area express an interest in learning from the intern; some agency supervisors express an interest in learning from the intern; some agency supervisors express an interest in learning from the interns themselves.

The faculty express little confidence in the ability of the students to grow personally during the internship.

at the chief reason for agency participation is to perform important services. Other reasons are of secondary importance. Formed by the data gathered from the agency hopes and expectations for the interns. We asked them in terms of the performance of the experience to name as many items as they could of a successful experience. The responses are categorized as follows:

- task completion.
- the intern—desiring his ideas and perspectives.
- intern—exposing him to agency operations, future service.
- growth—wanting the intern to learn about problem-solving methods, develop insight and confidence in community problem.
- wanting the intern to develop ability to do his own work, the ability to work with a successful and meaningful experience.
- university liaison.

The following response was coded 1 and 3: "A successful internship with student interns would necessarily mean a lot of learning on the part of the project or projects to which the intern is assigned. It would also involve an interplay of ideas between the intern and the supervisor. The intern program is viewed by the supervisor in the light of the contribution the intern makes to the office, but additionally in terms of the contribution the intern makes to the intern's store of knowledge of the agency. The intern should be involved in many various operations in order to obtain a broad view of the work of the agency. In particular, in the agency we deal with legal problems and that a large part of the term 'successful' is that the intern receives substantial exposure to the agency."

The responses are summarized in the following table:

	Coding Categories					
	1	2	3	4	5	6
Frequency of response	21	14	14	15	5	1

Total N=30.

So successful task completion figured chiefly in the agency supervisor's positive expectations, but desire to teach the intern, to learn from the intern, and to have the intern develop a sense of awareness of, concern for, and competence in dealing with specific community problems seemed also to figure prominently in the agency supervisor's definition of a successful internship experience. Concern about the student's individual growth was less frequently expressed and the desire to develop university-agency liaison was expressed in only one case.

In twenty-one cases the supervisors cited either giving ideas to the intern or gaining ideas from the intern (coding categories 2 and 3 above). In six cases the supervisors expressed concern about giving ideas only, in eight cases gaining ideas only, in seven cases taking ideas and giving ideas, and in the remaining nine cases no mention was made of teaching or learning as a positive expectation by the supervisor. I mention this because I intuit that these perceptions or expectations might turn out to be important aspects of the internship process. Of course, further investigation is needed to verify this hypothesis.

D. The Starting Places: A Comparison of the Orientations of the Participants

Agency supervisors differ in their initial orientation from faculty counselors in at least one important respect. Faculty members express an interest in learning from the experience of being a faculty counselor; agency supervisors express an interest in over half of the cases in learning from the interns themselves—valuing their ideas.

The faculty express little confidence about being able to help the students grow personally during the internship experience but

express some sentiment that this would be a positive occurrence that would make their experience satisfying. The agency supervisor mentions personal growth as we have defined it relatively infrequently in his description of events involved in a successful experience. Nevertheless, the agency supervisors do report a considerable interest in other learning goals: motivating students toward public service and helping them learn about problem-solving methods and the nature of community problems.

Thus, while the chief expressed concern of agency supervisor is in successful task completion and benefiting his agency, he also has a fairly extensive education agenda. We also conclude that the faculty counselor and agency supervisor give little emphasis to the personal growth of the intern in their expressed goals and expectations about internship learning.

Finally, it must be said that neither the agency supervisors nor faculty counselors volunteer any interest in the goal of establishing links between public agencies and the university—an important goal of the service-learning concept.

The diagram on the next page represents a summary of our findings of the initial motivation and stated goals of the principal actors in the service-learning experience. Each of the goals listed are from the statements of various respondents; all of the goals involve aspects of the service-learning concept. The data summarized represents only stated goals and only statements taken at the outset of the internship. The double line represents a primary concern of the group, the single line represents a secondary concern, and a dotted line represents tertiary concern. No line represents little or no stated concern.

Interpersonal Relationships within the Internship Structure

A. Student Perception of the Supervisory Climate

The mid-project questionnaire asked the interns to indicate how much autonomy they had in carrying out their project and also the kind of support they were getting from their supervisors. Three categories of supervisory relationships were provided in brief paragraph descriptions. Students were to mark the paragraphs that

were approximately descriptive of the way they were receiving. They could mark statements for restrictive style of supervision, a permissive supervisory relationship, or a relatively in-between. The results were as follows: restrictive—34; permissive-indifferent—5. The respondents indicated that they were receiving permissive supervision.

This finding receives some support from the perceived helpfulness of various groups in the internship program. The students, other workers, other interns, agency supervisors, and faculty counselors had the second highest mean helpfulness ratings but were judged more helpful than the other groups. All of these groups fell between the "moderately helpful" categories, whereas the faculty counselors fell slightly on the lower side of the "moderately helpful" to "not much help."

Thus, the interns generally found a supportive climate, though they saw less support from the faculty counselor.

B. Frequency of Contact Internship Principals

Perhaps some of the reasons for the differences perceived as significantly more helpfulness lies in the striking differences in the frequency of contact between the intern and counselor and intern and supervisor. The agency supervisor confers with the intern at a median frequency of contact between biweekly and weekly in our sample was biweekly.

C. The Nature of Faculty-Counselor Interaction

Some differences also appear in the place between the student intern and the faculty counselor.

To assess the nature of the interaction

this would be a positive occurrence that is satisfying. The agency supervisor as we have defined it relatively infrequently of events involved in a successful agency supervisors do report a concerning goals: motivating students toward them learn about problem-solving methods and problems.

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Relationships within Internship Structure

Perception of the Supervisory Climate

naire asked the interns to indicate how carrying out their project and also the getting from their supervisors. Three relationships were provided in brief respondents were to mark the paragraphs that

were approximately descriptive of the nature of the supervision they were receiving. They could mark statements that described a very restrictive style of supervision, a permissive and concerned supervisory relationship, or a relatively indifferent kind of supervision. The results were as follows: restrictive supervision—2; permissive-concerned—34; permissive-indifferent—5. Thus over 80 percent of the 41 respondents indicated that they were receiving concerned and permissive supervision.

This finding receives some support from the data collected earlier on the perceived helpfulness of various categories of individuals in the internship program. The students were asked to rate their fellow workers, other interns, agency supervisor, and faculty counselor as to their helpfulness to the intern during the summer. Agency supervisors had the second highest mean helpfulness scores after fellow workers but were judged more helpful than other interns. The scores of all these groups fell between the "somewhat helpful" and "very helpful categories," whereas the faculty members were judged to fall slightly on the lower side of the continuum from "somewhat helpful" to "not much help."

Thus, the interns generally found themselves in a permissive and supportive climate, though they saw relatively little help coming from the faculty counselor.

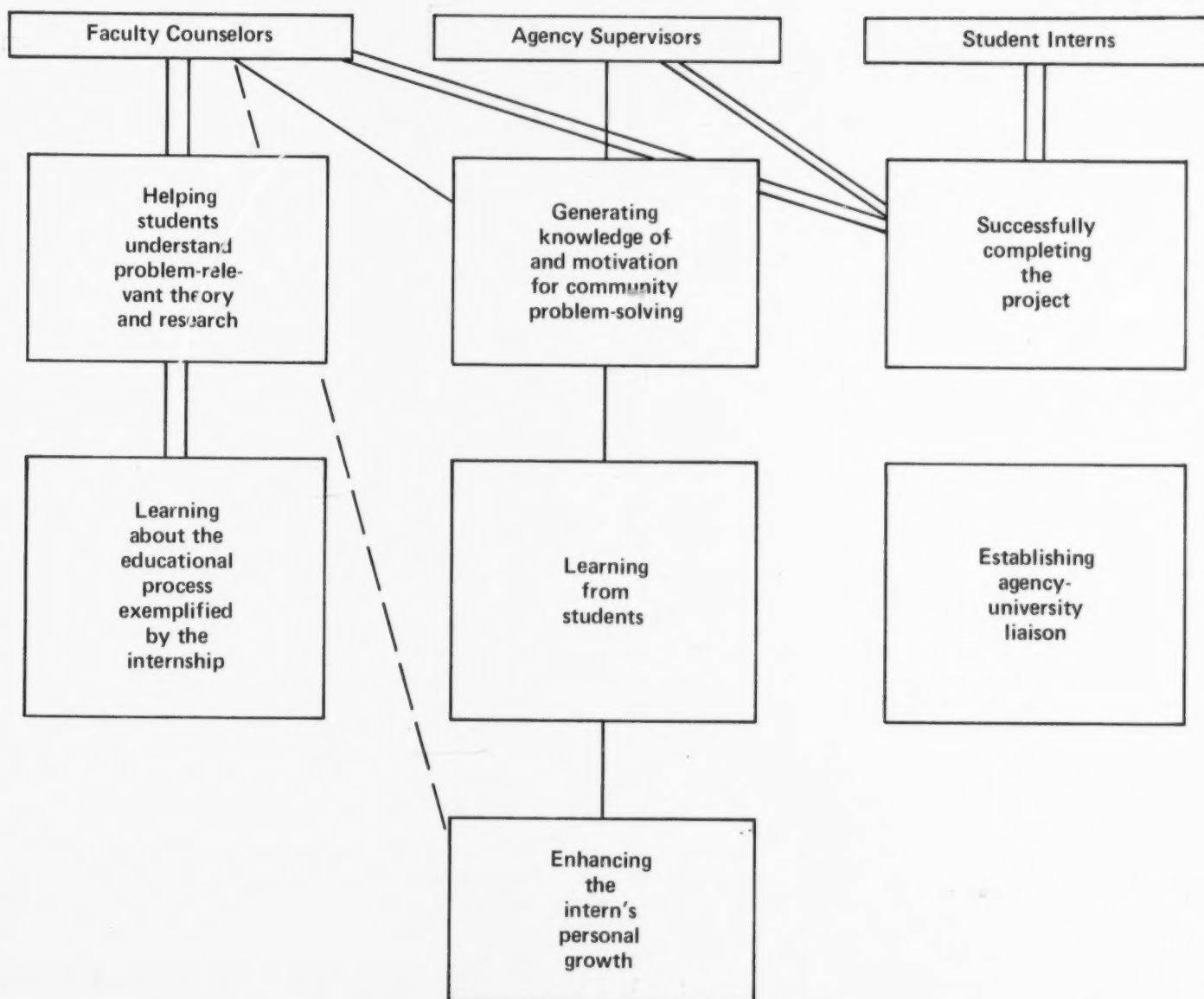
B. Frequency of Contact Between Internship Principals

Perhaps some of the reasons that agency supervisors were perceived as significantly more helpful than the faculty counselors lies in the striking differences in the frequency of contact between intern and counselor and intern and supervisors. In the median case, the agency supervisor confers with the intern on a daily basis; the median frequency of contact between faculty members and interns in our sample was biweekly.

C. The Nature of Faculty Help

Some differences also appear in the nature of the interaction that took place between the student intern and his supervisor and his counselor.

To assess the nature of the interaction between the counselor and



intern(s), we asked the counselor to describe his own style in terms of both content and process. We asked him to indicate whether he spent "a lot, some or little time" talking about "personal problems of the intern, the relationship itself, the theoretical and technical dimensions of the project, and how to get the project done."

The faculty members by their own report spent relatively little time talking about the personal dimensions of their relationship compared to the task and theoretical dimensions.

We asked the faculty to rate themselves in terms of the frequency of certain styles of counseling behavior: offering or exploring alternatives; asking questions to get the intern to think; giving direct advice. The faculty members saw themselves as relatively Socratic and non-directive in their approach.

In asking the counselors to report the content of their interaction with the intern, we provided them with an opportunity to add their own entry if they felt our suggestions were not comprehensive enough. Nine of the twelve faculty members did add something. It is noteworthy that five of the nine who added something in the space provided listed discussing "the future implications of the project" and "fall follow-up." It seems that a significant proportion of the sampled faculty spent some time focusing on the question, "where do we go from here?" with the interns.

These data certainly confirm the view that the faculty did support student autonomy, which is consistent with overall student perceptions. The fact that they report task-orientation and eschewal of personal problems and their own relationships as topics of discussion might be seized upon as further explanation—along with infrequency of contact—for the fact that they are perceived as providing less help to the intern than other actors in the internship scenario. However, there are indications in the data that such a cut-and-dried impression of the faculty role is incomplete.

In responses to other questions, the faculty counselors show awareness of the feeling and personal dimensions of their relationships with the interns, speak about the process of establishing "rapport and trust," are able to recognize that personal growth has occurred in the interns, and express particular sensitivity to the emotional phases that the students go through during their internship. Hence the picture is somewhat ambiguous with respect to the climate of the student-faculty relationship in the service-learning setting. The other side of the data is most clearly shown in faculty

descriptions of their initial stages of their relationships with student interns.

The counselors were asked to describe the kind of help offered initially to the interns and the kind of help they perceived the intern as seeking. Their responses are summarized below.

Kind of Help Offered	Frequency
Academic-technical assistance	
Liaison services	
Individual support and counseling	

Academic-technical assistance involves, for example, readings, designing questionnaires, making programmatic suggestions. Liaison services imply helping the intern make contact with people he needs to see in the course of his project and serving as a go-between with the agency supervisor. Individual support and counseling implies giving moral support, motivating the intern to seek his own solutions, listening to problems. In addition, faculty members speak of efforts to make themselves "available" and generally approachable.

The third questionnaire provided the counselors an opportunity to describe their perception of how the relationship with the intern developed during the summer. Seven out of the eight counselors responded meaningfully to this question. All seven perceived progress in either their behavior or the intern's behavior or both during the progress of the summer. One faculty member confessed to feeling "ambivalence" in the beginning but later came to see the relationship as "stimulation" and providing "academic and theoretical background." In four cases there is an indication that the faculty member's relationship with the intern was changing toward greater trust and openness. Here are some examples:

As we had more direct one-to-one contact . . . our relationship strengthened. The crucial stage in each relationship was when they had a big problem that I could help them with and they gained their confidence.

The relationship moved from a normal, structured give-and-take flexibility.

scribe his own style in terms of him to indicate whether he was about "personal problems" or the theoretical and technical aspects of the project done."

The report spent relatively little time on dimensions of their relationship or dimensions.

They varied in terms of the frequency of behavior: offering or exploring the intern to think; giving direct feedback to themselves as relatively Socratic

The content of their interaction was an opportunity to add their own comments were not comprehensive. The members did add something. It is added something in the space of implications of the project. A significant proportion of the time on the question, "where

The view that the faculty did not insist with overall student task-orientation and eschewed relationships as topics of their explanation—along with that they are perceived as other actors in the internship. The data that such a role is incomplete.

The faculty counselors show dimensions of their relationship—the process of establishing the process that personal growth has particular sensitivity to the through during their internship—ambiguous with respect to the ship in the service-learning post clearly shown in faculty

descriptions of their initial stages of their relationships with the student interns.

The counselors were asked to describe the kind of help that they offered initially to the interns and the kind of help they perceived the intern as seeking. Their responses are summarized below:

Kind of Help Offered	Frequency Reported
Academic-technical assistance	9
Liaison services	2
Individual support and counseling	9

Academic-technical assistance involves, for example, suggesting readings, designing questionnaires, making programmatic suggestions. Liaison services imply helping the intern make contact with people he needs to see in the course of his project and serving as a go-between with the agency supervisor. Individual support and counseling implies giving moral support, motivating the intern to seek his own solutions, listening to problems. In addition, several faculty members speak of efforts to make themselves "available for rapping" and generally approachable.

The third questionnaire provided the counselors a chance to describe their perception of how the relationship with the intern developed during the summer. Seven out of the eight faculty responded meaningfully to this question. All seven perceived a change in either their behavior or the intern's behavior or both during the progress of the summer. One faculty member confessed to "role ambivalence" in the beginning but later came to see his job as "stimulation" and providing "academic and theoretical background." In four cases there is an indication that the faculty member saw the relationship changing toward greater trust and openness. Here are some examples:

As we had more direct one-to-one contact . . . our relationship strengthened. The crucial stage in each relationship was when they had a big problem that I could help them with and thus gain their confidence.

The relationship moved from a normal, structured type to a give-and-take flexibility.

I had worked with the boys previously and we already had an excellent relationship. I can say that the relationship continued to grow and change.

Several of the faculty members described definite strategies that they followed in developing their relationships with the interns:

At first I attempted to get to know the student in a general way, to find out about his or her general interests, goals, and inclinations. I then began to inquire into their understanding of what the project was all about.

Strong support in beginning. Insisting on student's shouldering more load in the middle. Strong support at the end, through "separation" trauma and evaluation, acceptance of short-term goals.

When the boys were confused by some situation that arose in their agency, or when something came up that they did not understand or agree with, they came to me and we talked it over. I tried to help them see both sides, and I forced them to suggest possible courses of action; then I insisted that they take whatever course seemed best to them.

I would suggest two explanations for these somewhat ambiguous data. First, there were some faculty members who specifically shunned all aspects bordering on the interpersonal and kept their noses directly on the grindstone, but there other faculty members who were keenly aware of the interpersonal dimensions of their relationship and whose behavior was guided by these dimensions. Another possible explanation is the fact that many faculty members were simply unaware of or did not report when asked directly whether they dealt with the intern's problems and feelings; rather, they did these things to some extent but subsumed them under the label of "facilitating task performance." In either case, the faculty's unwillingness or inability to deal conceptually with the interpersonal dimensions of the internship is itself an important finding.

D. The Role of the Agency Supervisor

We asked the supervisors to describe their interaction with the intern in detail. Their responses enabled us to develop a list of the

types of behavior which filled the conference and supervisor. The list included: planning; helping find direction; providing general discussion; and facilitating personal. One of these categories is not homogeneous however. The first category, planning and scheduling, planning the intern's daily work, while a project schedule and deadlines.

In the case of "helping find direction," "direction," "suggesting," "exploring alternatives," of evaluation we had "daily checking" and "progress reports." Two categories often merged, "providing concrete information," are not easy to report if there are significant discussions held and information provided in internships.

In an effort to generate more information about the nature of the interaction between intern and supervisor to report "some of the things [the interns] that you feel have been successful in completing their project?" They seem to fall into seven broad categories: "direction and autonomy," "being available to help," "maintaining morale," "orientation toward performance," "instructing," "exposure and involvement." Examples of statements included in these categories

Emphasizing self-direction and autonomy

1. Giving them the freedom to develop their own ideas openly as they wish, etc.
2. Let the intern know it was "his" project and attempt to influence him or sway his opinion.
3. Minimal supervision.
4. Letting her set her own pace and work schedule.

Being available to help:

1. Every opportunity has been given to the intern in areas he might have.

the boys previously and we already had an
I can say that the relationship continued

members described definite strategies that
ing their relationships with the interns:

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types of behavior which filled the conference time between intern
and supervisor. The list included: planning and scheduling; eval-
uating; helping find direction; providing concrete information;
general discussion; and facilitating personal contacts. Behavior in all
of these categories is not homogeneous however. For example, in the
first category, planning and scheduling, one supervisor talked of
planning the intern's daily work, while another talked of setting
project schedule and deadlines.

In the case of "helping find directions" we had examples of
"direction," "suggesting," "exploring alternatives." In the category
of evaluation we had "daily checking" versus asking for "periodic
progress reports." Two categories often mentioned, "discussion" and
"providing concrete information," are not specifically described so it
is difficult to report if there are significant variations in the kinds of
discussions held and information provided within or between
internships.

In an effort to generate more information about the specific
nature of the interaction between intern and supervisor, we asked the
supervisors to report "some of the things that you have done with
[the interns] that you feel have been most helpful to them in
successfully completing their project?" The helping actions described
seem to fall into seven broad categories: "emphasizing self-direction
and autonomy," "being available to help," "motivating and main-
taining morale," "orientation toward personnel," "teaching and
instructing," "exposure and involvement," and "problem-solving."
Examples of statements included in these categories are listed below:

Emphasizing self-direction and autonomy:

1. Giving them the freedom to develop their own projects, speak
openly as they wish, etc.
2. Let the intern know it was "his" project and that I would not
attempt to influence him or sway his opinions.
3. Minimal supervision.
4. Letting her set her own pace and work on her own initiative.

Being available to help:

1. Every opportunity has been given to discuss any problem
areas he might have.

2. Be a listening post.
3. Let intern know he can call on me for any assistance he may need at any time.

Motivating and maintaining morale:

1. Personally showed a great deal of interest in project and intern.
2. Helping keep the goals in mind at points of confusion and discouragement.
3. Provided the stimulus for motivating students in their endeavors.

Orientation toward personnel:

1. Used personal contacts to aid interns.
2. Introducing them to as many personnel as possible.
3. Suggest helpful contacts in the community.
4. Explanation of people in the county and how the commission works for them.
5. Pointed out who might help their program and who could cause trouble.
6. Giving instructions as to what they can expect from our people.

Teaching and instructing:

1. Going over various forms with them.
2. Showing them how to organize their work.
3. Showing them how to get information.
4. Giving them detailed explanation of the working process involved in planning as it is being applied by regular staff.

Exposure and involvement:

1. Involving intern in a structurally orientated program.
2. Involving her in committee meetings.
3. Exposed him to various components of Juvenile Justice System.
4. Exposed him as a participant in a State Juvenile Delinquency

Task Force.

5. Trying to expose them and problems of the agency.

Problem-solving:

1. By talking daily we dealt with the problems.
2. Discussing issues involved, various alternatives.
3. Talking about the problems we had and how to avoid them.

The agency supervisors were on their part which may have "hindered their project." While the supervisors were verbose about their hindering actions, they reported a number of other problems. A frequent response was concern about "not giving specific enough direction." Concern was expressed, it was complained, that there was a lack of direction, while discomfort

With some, perhaps, I have no duties; with others, perhaps to heartaches by some warning thoroughly by experience.

... not providing enough guidance for her to use her own creativity, which was frustrating for her.

Along the same lines, several had been inadequate prior planning the intern's entry into the office, being able to spend enough time directly in several instances and being able to attend the seminars to spend enough time discussing program in broad generalities as careers."

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it is being applied by regular staff.

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committee meetings.
various components of Juvenile Justice
participant in a State Juvenile Delinquency

Task Force.

5. Trying to expose them as much as possible to the workings and problems of the agency.

Problem-solving:

1. By talking daily we dealt with problems as they arose.
2. Discussing issues involved in the work and the implications of various alternatives.
3. Talking about the problems and explaining difficulties I have had and how to avoid them.

The agency supervisors were also asked to describe any actions on their part which may have "hindered the successful completion of their project." While the supervisors were understandably less verbose about their hindering actions than about their helping ones, they reported a number of omissions and hindering actions. One frequent response was concern about "providing too many options," or "not giving specific enough directions." But often, when this concern was expressed, it was coupled with the evaluation that this lack of direction, while discomfiting, had actually enhanced learning:

With some, perhaps, I have not been specific enough in outlining duties; with others, perhaps too specific! I might have saved some heartaches by some warnings. But perhaps they learned more thoroughly by experience.

. . . not providing enough guidance at one point because I wanted her to use her own creativity . . . This worked well but it was frustrating for her.

Along the same lines, several agency supervisors felt that there had been inadequate prior planning and preparation of colleagues for the intern's entry into the office. A third major concern was not being able to spend enough time with the intern. This was expressed directly in several instances and also manifested in regret at "not being able to attend the seminars with interns," and at being "unable to spend enough time discussing their reactions or rapping about the program in broad generalities as it might affect their future lives or careers."

A final source of information as to what actually happened

during the internship is our inquiry as to what were the positive and negative events that the supervisors had observed midway in the internship experience.

Positive events cluster into categories reminiscent of the agency supervisor's expressed motivations for accepting interns and their positive expectations about the internship experience. Also consistent with that data is the frequency distribution of responses among these categories. By this I mean that guidance of successful task performance is the most frequently mentioned "positive event." This is mentioned about fifteen times, while other categories are mentioned about five times. The categories of "positive events" are: (1) evidence of successful task performance; (2) manifestations of intern interest and enthusiasm; (3) learning about the agency, the problem, demonstrating concern, and awareness; comprehending the overall purposes of the agency; (4) positive relationships: acceptance by agency colleagues, the development of rapport between the intern and supervisor; and (5) contributing ideas to the agency.

As in the case with reporting helping and hindering actions, the agency supervisors reported fewer negative events than positive ones. In about eight cases the negative events have to do with inadequate acceptance of or adjustment by the interns. The supervisors assigned responsibility in about half of these cases to their subordinates: "prejudice toward college students," "our own staff attitudes." In the other half the responsibility for the negative event was assigned to the interns: "feeling that the agency is part of the establishment," "they brought beer to work," "idealism without practicality."

The worst example of a negative event for which the interns were assigned responsibility came from a supervisor in the corrections program:

... the area of understanding, coping with, and influencing the bureaucracy This area has been the area of disharmony, conflict and failure I have tried to help them understand that no matter how incompetent people are and no matter how inefficient, you must still deal with the sensitivities of the individuals that make up the "system." You cannot just plow it over! Their attempts to affect positive change have actually resulted in serious set backs due to the methods they used.

In about five cases, negative events meant inadequate task

performance: "not rapid enough absorption," "unwillingness to pitch in (to solve problem outlined in project)."

A final source of negative comment on non-work aspects of the internship program was "too many questionnaires," "lack of interest of counselor."

With some interpretive effort we can begin to see some of the issues that are left veiled by the data. For example, why is it that the agency supervisors, who are in daily contact with the interns, rarely could have spent more time with them than they did? This wish, combined with the data on the role of intern supervisor, indicates that the role of intern supervisor is not that of educator-coach-counselor dimensions, which is the typical task-oriented role. This is certainly a source of danger lest the supervisor's pleasure in the work leads them to take over responsibility for the interns.

This is certainly a tension that already exists between the concern of some of the agency supervisors to "give enough direction" coupled with their desire that the interns would learn more if left on their own in the presence of the two supervisory roles. The supervisor's catalogue of their interactions is distinguished by the underlying dimension of daily checking versus periodic reports. The tension of confidence-lack-of-confidence in the capacity of the interns to act capably and independently.

The agency concern of inadequate response to the intern "weightlessness" does not appear in the report and may indicate a trace of "supervisory ambiguity." Finally, the catalogue of positive events suggests three interacting dimensions may be standing in the way of the development of the interns' environment. I suggest these are: (1) competence; (2) the growth or lack of growth in the acceptance between intern and the agency supervisor; (3) the competence in and motivation toward

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performance: "not rapid enough absorption of responsibility," "unwillingness to pitch in (to solve problems not specifically outlined in project)."

A final source of negative comment was occasioned by the non-work aspects of the internship program: "too many seminars," "too many questionnaires," "lack of contact with faculty counselor."

With some interpretive effort we can bring into clearer focus some of the issues that are left veiled by the mere presentation of the data. For example, why is it that the agency supervisors, even though they are in daily contact with the interns, report that they wish they could have spent more time with them than they did? I suggest that this wish, combined with the data on "positive intern events," indicates that the role of intern supervisor was inherently satisfying, and that the supervisors gained considerable satisfaction from the educator-coach-counselor dimensions, which contrasts with their typical task-oriented role. This is certainly positive but carries the seeds of danger lest the supervisor's pleasure at being with the interns leads them to take over responsibility for the interns.

This is certainly a tension that already exists. It is manifested in the concern of some of the agency supervisors that they did not "give enough direction" coupled with their sense (as an educator) that the interns would learn more if left on their own. It is also seen in the presence of the two supervisory styles revealed in the supervisor's catalogue of their interactions with the interns, e.g., daily checking versus periodic reports. The two styles might be distinguished by the underlying dimension of trust-mistrust, confidence-lack-of-confidence in the capacity of the interns to learn to act capably and independently.

The agency concern of inadequate prior planning may be a response to the intern "weightlessness" documented later in this report and may indicate a trace of "supervisor weightlessness" or role ambiguity. Finally, the catalogue of positive and negative events suggests three interacting dimensions may be chief keys to understanding the development of the internship within the agency environment. I suggest these are: (1) competence of task performance; (2) the growth or lack of growth of rapport and mutual acceptance between intern and the agency supervisor and co-workers; (3) the competence in and motivation toward innovating on the part

of the interns and the corresponding receptivity to ideas on the part of the agency personnel.

The Evaluation of Learning and Change

A. The Evaluation of Student Learning

Since the internship program of the NCIO is seen as means of expanding the range of educational opportunity of upperclassmen and graduate college students, it was one of our objectives in this study to try to specify what was learned from the internship experience and also to understand what aspects of the total experience could legitimately be seen as chiefly responsible for that learning.

In our 1969 report we identified from student interviews a number of specific categories of learning that seemed to occur with relative frequency as a consequence of the summer experience. Based on those categories, we designed fifteen items to be responded to on a 4-point continuum from strongly agree to strongly disagree to get a more specific measurement of student interns at the time their projects ended in the summer of 1970. Seventeen students, a very small return, completed the questionnaires, so these data must be considered as still exploratory.

In addition, for the first time, we have obtained some faculty and agency evaluations of the students' learning. Thus, even though there are small samples all around, we can look at the question of student learning from three perspectives.

B. The Relative Frequency of Selected Learning Outcomes

By analyzing the frequency distribution of the learning outcome items we were able to identify the strongest and most frequently occurring of the learning outcomes. Over two-thirds of the students agreed that the internship was a positive experience, that they grew in knowledge of their specific problem area and self-identity, and that they desire more experiential learning. The same proportion disagreed strongly that "continued efforts in the area were useless."

In the case of eight items, about two-thirds of the responses were about equally distributed between strongly and moderately agree.

These included: generating ideas for in awareness of problem complexity, sense of achievement and pride in task accomplishment, agency, satisfaction with agency alternatives.

In the case of three items, all clustered in the "agree somewhat" or "disagree somewhat" area. These were "change in action skills," and disagreement that "more was needed."

The following table summarizes the strength and frequency of the learning outcomes.

Strongest Learning	Moderate Learning
Positive global evaluation	Suggestions for improvement
Lack of pessimism about problem improvement	Sense of worthwhileness and sense of accomplishment
Project area knowledge	Accomplishment
Self-identify growth	Identification of future roles and possibilities
Desire for more experiential learning	Increase in awareness of problem complexity
	Satisfaction with the agencies' efforts
	Desire for re-employment

A few words of caution need to be noted about these results. First of all, these are

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These included: generating ideas for improvement of agency, growth in awareness of problem complexity, a sense of project worthwhile-ness and pride in task accomplishment, desire re-employment by agency, satisfaction with agency efforts, identification of job alternatives.

In the case of three items, about two-thirds of the responses clustered in the "agree somewhat" area and in one case the "disagree somewhat" area. These were "change in academic plans," "development of action skills," and disagreement that "massive change was needed."

The following table summarizes these data on the relative strength and frequency of the learning outcomes:

Strongest Learning	Moderate Learning	Least Learning
Positive global evaluation	Suggestions for improvement generated	Changed academic plans
Lack of pessimism about problem improvement	Sense of worthwhileness, sense of accomplishment	Developed action skills
Project area knowledge	Accomplishment	Agreed that radical change was needed
Self-identify growth	Identification of future roles possibilities	
Desire for more experiential learning	Increase in awareness of problem complexity	
	Satisfaction with the agencies' efforts	
	Desire for re-employment	

A few words of caution need to be added in the interpretation of these results. First of all, these are only internal comparisons. They

yield data as to the relative strength and frequency of response to items in the questionnaire. They say nothing about changes along these dimensions compared to other kinds of experiences. They reflect only self-perceived changes, i.e., perceptions that are not externally validated, and they are based on a very small sample (N=17) of the interns. What we have here, then, can only be described as tentative trends.

Having interjected this warning, I would like to venture some interpretation of these results. The relatively low learning scores on the action skills item may be accounted for by the under-representation of organizing type internships in this sample. While we say that over 40 percent of the interns who returned the first questionnaire in the sample were involved in organizing internships, only about 15 percent of those returning the third questionnaire were involved in such internships. I believe (though it remains to be empirically demonstrated) that the chief opportunities for the learning of action skills occurs in these internships.

Also, the low frequency with which changed academic plans seem to result from the internship experience is surprising in view of the trends in this direction suggested by our 1969 report. It may be that academic plans of interns were, in many cases, already consistent with the service-learning experience. Or else many of the interns were seniors who had no opportunity then to change their academic plans. We should take note of these possibilities in future attempts to assess the impact of the experience on interns' academic plans.

C. Framework for Organizing Learning Outcomes

By treating the learning outcome items as intervally scaled variables, we were able to generate a correlation matrix of the learning outcomes. With this tool we were able to identify certain items that tended to be associated with one another in clusters.

Using as a guide both these empirical results and certain logical considerations inherent in the apparent content of the items, we advance the following framework for looking at these outcomes. We call the first category process variables: these include variables relating to the nature of the task and the agency environment. We found that sense of project worthwhileness and sense of achievement were highly correlated ($r = .936$) and that disagreement that massive

change was needed in the agency, identification within the agency, and satisfaction with agency were intercorrelated, forming an index of the intern's sense of project worthwhileness and achievement. These items might be pooled to obtain an index of project worthwhileness.

The items which indicated skill and knowledge acquisition showed no significant intercorrelations in this sample. Self-identity growth seems to be also uncorrelated with knowledge acquisition items. On close examination of self-identity growth, one finds that it asks for growth of a wide range of areas: e.g., "what I want out of a job," "what I want in future studies we may want to develop in myself," etc. These specific aspects of identity growth.

A third major factor may be increased awareness of problem complexity. This would include the future-oriented pessimism about change, desire for more experience, and pessimism for re-employment, integrating academic plans with the summer experience. These items were not significantly correlated with one other.

If we look beyond the correlations that are significant at the level of probability and scan the pattern of correlations among some of the learning variables and the task factor, an interesting pattern begins to emerge. Identity growth is negatively correlated with all of the task factor dimensions, and the service-learning dimension of awareness of problem complexity has a pattern of correlations in the same direction. On the other hand, the learning in knowledge of the problem area, shows positive correlations with all the items included in the task factor and with the service-learning factor. Furthermore, it is uncorrelated with identity growth and growth in awareness of problem complexity.

This pattern suggests that identity growth and awareness of problem complexity are, at least, relatively more difficult or frustrating intern experiences. It is a relatively low sense of utility, low task achievement, and low relationships in the agency. Both items show positive correlations with "experienced the summer as positive." This suggests that some desired learning outcomes may be achieved within the internship context in view of the

the strength and frequency of response to them. They say nothing about changes along with other kinds of experiences. They are changes, i.e., perceptions that are not based on a very small sample of what we have here, then, can only be

Warning, I would like to venture some points. The relatively low learning scores on the first questionnaire were accounted for by the under-representations in this sample. While we say that those who returned the first questionnaire in the first organizing internships, only about 15 of the third questionnaire were involved in the first (though it remains to be empirically tested) opportunities for the learning of action plans.

Why with which changed academic plans the internship experience is surprising in view of what was suggested by our 1969 report. It may be that the interns were, in many cases, already having learning experience. Or else many of them had no opportunity then to change their plans and take note of these possibilities in future stages of the experience on interns' academic

Organizing Learning Outcomes

Using outcome items as intervally scaled variables to generate a correlation matrix of the items was the tool we were able to identify certain clusters of items associated with one another in clusters. These empirical results and certain logical inferences about the apparent content of the items, we were able to work for looking at these outcomes. We were able to identify process variables: these include variables related to the task and the agency environment. We were able to identify sense of achievement (1936) and that disagreement that massive

change was needed in the agency, identification of desirable jobs within the agency, and satisfaction with agency efforts were all intercorrelated, forming an index of the intern's satisfaction with the agency. Sense of project worthwhileness and sense of achievement might be pooled to obtain an index of project meaningfulness.

The items which indicated skill and knowledge acquisition show no significant intercorrelations in this sample ($p = \text{less than } .05$). Self-identity growth seems to be also uncorrelated with the skill and knowledge acquisition items. On close examination of identity growth, one finds that it asks for growth of awareness over a wide range of areas: e.g., "what I want out of a job and life in general." In future studies we may want to develop items that identify more specific aspects of identity growth.

A third major factor may be increased motivation for service-learning. This would include the future-oriented items: lack of pessimism about change, desire for more experiential learning, desire for re-employment, integrating academic plans as a consequence of the summer experience. These items were seen to be highly correlated with one other.

If we look beyond the correlations that are significant at the .05 level of probability and scan the pattern of relationships between some of the learning variables and the process variables, an interesting pattern begins to emerge. Identity growth seems to be negatively correlated with all of the task dimensions, the agency dimensions, and the service-learning dimensions. The variable awareness of problem complexity has a pattern of relationships that is in the same direction. On the other hand, the learning outcome, growth in knowledge of the problem area, shows positive correlations with all the items included in the task factor and agency factor categories shown on the preceding page and with the items included under the service-learning factor. Furthermore, it is uncorrelated with both identity growth and growth in awareness of problem complexity.

This pattern suggests that identity growth and increase in awareness of problem complexity are, at least in part, responses to relatively more difficult or frustrating intern experiences where there is a relatively low sense of utility, low task achievement, poor relationships in the agency. Both items show small negative correlations with "experienced the summer as positive." This may imply that some desired learning outcomes may be mutually incompatible within the internship context in view of the negative correlations

between these outcomes and the service-learning variables.

This interpretation is further intimated by the fact that identity growth, awareness of problem-solving complexity, and action skills learning show moderate though non-significant intercorrelations, but problem-area knowledge and action skills are significantly correlated, though problem-area knowledge is uncorrelated with identity growth or awareness of problem-solving complexity.

Thus, identity growth and awareness of problem-solving complexity occur together but not with problem-area knowledge, whereas action skills learning seems to draw from both streams in the data.

We can summarize these data by suggesting the following two hypotheses:

1. If task factors and agency factors are positive, then change occurs in the direction of increased motivation toward service-learning and an acquisition of greater knowledge and action skills in community problem-solving.

2. If the task factors and agency factors are negative, then change occurs in the direction of increased self-awareness, increased knowledge of the difficulty of community problem-solving, and a sense of acquisition or greater action skill in community problem-solving. There is little increased service-learning motivation.

Of course, this isn't a complete framework. Factors that we have previously labeled as important, such as the qualitative nature of intern activity and type of intern motivation, have not been integrated with it. Unfortunately, the poor return of the third questionnaire prevents this integration on an empirical level.

Several notes are in order before closing this section. It was a surprise to the researcher to find that two variables—sense of project worthwhileness and identification of desirable future jobs within the agency—emerged as the most importantly related to many of the learning outcomes. My theoretical orientation would have led me to believe that task accomplishment would have been the more important of the two variables relating to the project itself. But, worthwhileness as a more crucial variable begins to make sense when one considers the data on initial motivation. The vast majority of the students reported that they were strongly motivated by an opportunity to help others. It is therefore not surprising that the capacity of the task to allow the student to meet his need to help others should have been an extremely important factor in understanding the internship process.

Similarly, the fact that the identification of a career was an important explanatory variable in the learning outcomes suggests that the desire for a career was a strong but unstated need of students in the service-learning programs.

We asked the agency supervisor to put the program in perspective for the educator and to evaluate the program as to whether it was most educational and to specify what was learned. This is a listing of the items that the agency supervisor learned during the summer and an indication of the learning outcomes.

Most Valued Learning Outcome
New awareness and concern about public needs
Insight into the nature of community problems
Broad knowledge of the agency
Insight into the complexities of problem-solving efforts
Increased capacity for objective judgment
Relating academic theory to the real world
Increased research competence
Increased self-reliance in community problem-solving
Learning how to work with others
Learning how to get things done
No learning
Learning that the establishment is human

We also asked which aspects of the program were most educational. Ten replied, the "direct

and the service-learning variables. Further intimated by the fact that identity problem-solving complexity, and action skills though non-significant intercorrelations, but and action skills are significantly correlated, knowledge is uncorrelated with identity growth solving complexity.

and awareness of problem-solving complexity but not with problem-area knowledge, learning seems to draw from both streams in the

these data by suggesting the following two

and agency factors are positive, then change of increased motivation toward service-learning of greater knowledge and action skills in learning.

and agency factors are negative, then reduction of increased self-awareness, increased ability of community problem-solving, and a greater action skill in community problem-solving decreased service-learning motivation.

complete framework. Factors that we have important, such as the qualitative nature of intern motivation, have not been unfortunately, the poor return of the third integration on an empirical level.

order before closing this section. It was a to find that two variables—sense of project identification of desirable future jobs within the most importantly related to many of the theoretical orientation would have led me to accomplishment would have been the more variables relating to the project itself. But, a crucial variable begins to make sense when initial motivation. The vast majority of the they were strongly motivated by an opportunity therefore not surprising that the capacity student to meet his need to help others is a very important factor in understanding the

Similarly, the fact that the identification of desirable future roles was an important explanatory variable in relation to other learning outcomes suggests that the desire for a career identity may be a very strong but unstated need of students applying for internship programs.

We asked the agency supervisor to put himself in the place of the educator and to evaluate the program as to which aspect of the work was most educational and to specify what the intern learned. Below is a listing of the items that the agency supervisors thought were learned during the summer and an indication of their frequency.

Most Valued Learning Outcome	Frequency Observed
New awareness and concern about public needs	4
Insight into the nature of community problems	3
Broad knowledge of the agency	4
Insight into the complexities of problem-solving efforts	10
Increased capacity for objective judgment	1
Relating academic theory to the real world	3
Increased research competence	2
Increased self-reliance in community problem-solving	4
Learning how to work with others	5
Learning how to get things done	2
No learning	1
Learning that the establishment is human	1

We also asked which aspects of the internship were most educational. Ten replied, the "direct contact/interaction with

colleagues and clients." Five saw the observation of agency operations as most educational; a like number saw the experience of carrying out a project as most valuable. Four others thought that carrying out research in the community setting was most educational.

In order to collect their impressions of student learning, we went through the list of the faculty evaluation questionnaires (N=8) and noted each comment that was an observation about student learning. We have arranged the comments under headings that seem appropriate from the context:

Awareness of difficulty and complexity of community problem-solving:

1. They both learned the reality of public administration that can come only from daily involvement.
2. Students begin to realize and appreciate that things cannot be changed overnight—mainly because the problem didn't come into being overnight.
3. The development of perspective on the part of the intern.
4. Interns realized that life is not a right or wrong, good or bad situation but a mixture, and yet such compromise can lead to progress.
5. Learn that the human element is primary and that they had to accept results that were the result of bargaining and negotiating.
6. Development of ability to adapt to disappointing as well as satisfying circumstances.
7. To learn more humility.

Autonomy and self-confidence:

1. Young adult emerged from being hand-fed information to a thinking individual with a good deal more self-confidence than he had at the beginning.
2. Building up of the self-confidence of the young men. They began to think of themselves as men rather than boys.
3. Improved self-concept for at least three of seven.
4. See the interns become individuals.

Increased motivation:

1. Several students are so excited about their experience that

- they are actually seeking employment in a
2. They really enjoy the experience.
3. Rising enthusiasm for the project.

Learning failures:

1. NOT always reliable.
2. Never really came to grips with social a
3. Some students looked at this program not allow time for cross-fertilization interns.

The categories that the faculty observation in accord with student observations, though with which the categories are mentioned are s faculty seemed to note most frequently char awareness of the complexity of the real w idealism with pragmatism, ability to handle c like. The students indicated that such learning increased motivation for experiential learning noted. The faculty categories of autonon probably are consistent with our findings on accomplishment and a sense of doing some the latter may be conceived as means to the f

The following grouping (see next page) of learning outcomes by the agency supervisors list comparable to those learning outcomes o students.

The faculty counselors and the agency frequently occurring outcome is increased plexity of community problem-solving, pla emphasis on this item than the students do. see acquisition of new problem-solving skills frequent than do the students, who put th learning outcomes. The agency people conf seeing a new awareness and concern about p reports of growth in autonomy and self-discip

It may be that students, faculty, and ag service-learning program may have group evaluation of learning so that an objectiv student learns may really mean a composite

Five saw the observation of agency operational; a like number saw the experience of as most valuable. Four others thought that care of the community setting was most educational. In their impressions of student learning, we went to the faculty evaluation questionnaires (N=8) and that was an observation about student learning. The comments under headings that seem appropriate:

difficulty and complexity of community problem-

learned the reality of public administration that from daily involvement.

to realize and appreciate that things cannot be —mainly because the problem didn't come into

point of perspective on the part of the intern.

that life is not a right or wrong, good or bad mixture, and yet such compromise can lead to

human element is primary and that they had to were the result of bargaining and negotiating. of ability to adapt to disappointing as well as chances. humility.

self-confidence:

emerged from being hand-fed information to a with a good deal more self-confidence than he ng.

the self-confidence of the young men. They themselves as men rather than boys. concept for at least three of seven. become individuals.

on:

ts are so excited about their experience that

they are actually seeking employment in a similar area.

2. They really enjoy the experience.

3. Rising enthusiasm for the project.

Learning failures:

1. NOT always reliable.

2. Never really came to grips with social activist ideas.

3. Some students looked at this program as a job only and did not allow time for cross-fertilization reflection with other interns.

The categories that the faculty observations fall into seem largely in accord with student observations, though the relative frequencies with which the categories are mentioned are somewhat different. The faculty seemed to note most frequently changes that had to do with awareness of the complexity of the real world, the tempering of idealism with pragmatism, ability to handle disappointment, and the like. The students indicated that such learning was less frequent than increased motivation for experiential learning, which the faculty also noted. The faculty categories of autonomy and self-confidence probably are consistent with our findings on such items as sense of accomplishment and a sense of doing something worthwhile, since the latter may be conceived as means to the former.

The following grouping (see next page) of the items identified as learning outcomes by the agency supervisors on page 80 makes the list comparable to those learning outcomes observed by faculty and students.

The faculty counselors and the agency supervisors agree that a frequently occurring outcome is increased insight into the complexity of community problem-solving, placing somewhat greater emphasis on this item than the students do. The agency supervisors see acquisition of new problem-solving skills as relatively much more frequent than do the students, who put this low on their list of learning outcomes. The agency people confirm student reports of seeing a new awareness and concern about public needs and faculty reports of growth in autonomy and self-discipline.

It may be that students, faculty, and agency participants in the service-learning program may have group-related biases in the evaluation of learning so that an objective picture of what the student learns may really mean a compositive picture.

Learning Outcome Grouping	Combined Items	Combined Frequency
New awareness of and concern for public needs	1	4
New knowledge of the problem and the agencies	2, 3	7
Insight into the complexity of problem-solving efforts	4	10
New problem-solving skills	5, 6, 7, 9, 10	13
Increased self-reliance	8	4

D. Evaluation of the Experience by the Agency Supervisor

Two of the major goals of the program of the NCIO are: (1) to provide additional manpower to aid communities in dealing with local problems; and (2) to develop new linkages between the academic community and public agencies. In the final agency supervisor questionnaire we asked questions that were directly relevant to the evaluation of the summer intern programs in terms of these goals. We asked the supervisor to make an overall evaluation of the performance of the student interns. The results are summarized below:

Satisfaction with Student Performance	
Highly satisfied	11
Somewhat satisfied	4
Somewhat dissatisfied	1
Highly dissatisfied	1
Total	17

We asked the supervisors, further, to specify the reasons that lead them to make this evaluation. After looking at these responses, we found that the model characteristics of the highly successful intern were good work, good rapport, and a high degree of initiative and

independence as judged by the agency supervisor. The most successful interns seemed to fall down on one or two categories, e.g., did good work but didn't get a good rapport but didn't perform quite satisfactorily. In one case, high dissatisfaction was noted, the intern was described as "argumentative," and the program itself as "too over-complex." The somewhat dissatisfied supervisor felt that his projects had been subverted by the faculty. The most overemphasized the intern seminar. One of the things that was satisfied was a summary statement of the work individually judged: 1 poor, 2 good, 1 superior.

Of seventeen supervisors responding, only five said they planned to maintain contact with the faculty in the coming year.

So, the students within this sample seemed to do well, but the hope for continuing contact on the part of the agency seems to be anticipated only in a minority of the cases.

We asked the agency supervisor to describe his or her experiences that were most rewarding and that were most trying. The responses to the inquiry of what was most satisfying to the agency supervisor, make it clear that he derived satisfaction from the fact that he had not been anticipated in early motivation and positive expectations. We have summarized these statements and listed them in the table on the next page.

Some illustrative examples of the responses are given and coded follow:

Establishing warm friendships with some of the people in the community how very much potential lies within young people.

The intern working with me has added enthusiasm to my work frequently by talking with me about the problems we are dealing with as they relate to her own experience. This has greatly increased my perspective. [Coded 2]

Seeing a broadening of her understanding of how it works and its limitations; seeing a realization of the resources available to citizens and the means of utilizing them. Discussions about many subjects; observing her become a part of the community and area. Observing her become a part of the rural community at the family level, more than at the community level. [Coded 3]

Combined Items	Combined Frequency
1	4
2, 3	7
4	10
5, 6, 7, 9, 10	13
8	4

Experience by the Agency Supervisor

of the program of the NCIO are: (1) to aid communities in dealing with public agencies. In the final agency asked questions that were directly the summer intern programs in terms of supervisor to make an overall evaluation of intern interns. The results are summarized

with Student Performance	
	11
	4
	1
	1
	17

, further, to specify the reasons that lead on. After looking at these responses, we characteristics of the highly successful intern port, and a high degree of initiative and

independence as judged by the agency supervisor. The somewhat successful interns seemed to fall down on one or the others of these categories, e.g., did good work but didn't get along, or had good rapport but didn't perform quite satisfactorily. In the one case where high dissatisfaction was noted, the intern was described as "lazy and argumentative," and the program itself as "uncoordinated and over-complex." The somewhat dissatisfied supervisor reported that his projects had been subverted by the faculty counselor, who overemphasized the intern seminar. One of the instances of somewhat satisfied was a summary statement of the work of four interns individually judged: 1 poor, 2 good, 1 superior.

Of seventeen supervisors responding, only four indicated that they planned to maintain contact with the faculty counselors in the coming year.

So, the students within this sample seemed to have performed well, but the hope for continuing contact on the agency-faculty level seems to be anticipated only in a minority of the cases.

We asked the agency supervisor to describe his experiences that were most rewarding and that were most trying in a personal sense. The responses to the inquiry of what was most rewarding to the agency supervisor, make it clear that he derived a number of satisfactions that had not been anticipated in earlier questions about motivation and positive expectations. We have categorized these statements and listed them in the table on the next page.

Some illustrative examples of the responses and how they were coded follow:

Establishing warm friendships with some of them. Realizing anew how very much potential lies within young people. [Coded 1]

The intern working with me has added enthusiasm and insight to my work frequently by talking with me about the program ideas we are dealing with as they relate to her own experience. This has greatly increased my perspective. [Coded 2]

Seeing a broadening of her understanding of local government—how it works and its limitations; seeing a recognition of the resources available to citizens and the means of tapping them. Discussions about many subjects; observing her involvement in a community and area. Observing her become a working part of a rural community at the family level, more than an institutional level. [Coded 3]

Code	Category of Positive Experience	Approximate Frequency (N=30)
1	Development of a warm personal relationship with the intern	6
2	Drew inspiration from the personal characteristics of the interns	7
3	Enjoyed seeing the interns grow, learn, and enjoy their internship	7
4	Interchange of ideas between supervisor and intern	4
5	Increased intergenerational understanding	2
6	Enjoyed being useful as an expert	1
7	Increased my sensitivity to the feelings of others	1

The supervisors also reported a number of personally trying experiences, although one-third of the thirty respondents indicated no especially trying or frustrating experiences. What bad things did happen were in the areas of: (1) administration—getting pay for the interns, making schedules; (2) dealing with intern performance failure—lack of punctuality, poor report writing, irresponsible attitude; (3) mediating—between rejecting agency people and well-meaning youth or between tactless young people and agency colleagues; (4) finding enough time to provide the kind of supervisory support deemed necessary; and (5) feelings of inadequacy in the supervisor role. Two excerpts illustrate this last category:

The feeling that I might not be giving adequate guidance in the project, because of my own lack of knowledge and insight, was the one thing that bothered me I could not always provide clear-cut answers to the questions asked, but we did come to a better understanding of each other's problems.

Providing the proper leadership to insure basic motivation

without taking over. Attempting to ment to continue in spite of difficult

The supervisors were asked what changes they would like to see in the intern program. The single response to this question—was that they would take on more interns. They did, however, supply a general recommendation for overall change in the program. These included: more timely paydays; more liaison with university; more research orientation; clearer administrative policies; delete seminars/college advisor programs.

E. Evaluation of Faculty Experience and Learning

By and large, the counselors saw this as a positive experience. When asked to rate their experience on a scale from highly positive (1) to highly negative (5), most rated it as a highly positive experience and the "mildly positive" experience (2).

When asked if they thought their experience would be any different next year as a result of this experience, four replied with definite "yes" answers. Three of these four indicated that they had learned on interpersonal relationships, own knowledge of community problems, and on the importance of communication. Two others indicated that they anticipated a change but one of these said, "I am already comfortable enough to handle responsible tasks if given enough support and a sufficient amount of advice."

Here are examples of the definite positive comments members report:

Next Year: (1) course content changes to meet needs; (2) plan to use interns as "case studies" course.

In order to bring about the (necessary) change in style . . . faculty and administrators must take some time in the near future, I'll try to change the *modus operandi* for accomplishing the

Category of Positive Experience	Approximate Frequency (N=30)
Development of a warm personal relationship with the intern	6
Draw inspiration from the personal characteristics of the interns	7
Enjoyed seeing the interns grow, learn, and enjoy their internship	7
Exchange of ideas between supervisor and intern	4
Increased intergenerational understanding	2
Enjoyed being useful as an expert	1
Increased my sensitivity to the feelings of others	1

rs also reported a number of personally trying though one-third of the thirty respondents indicated good or frustrating experiences. What bad things did the areas of: (1) administration—getting pay for the schedules; (2) dealing with intern performance punctuality, poor report writing, irresponsible attitude—between rejecting agency people and well-meaning tactless young people and agency colleagues; (3) time to provide the kind of supervisory support and (5) feelings of inadequacy in the supervisor illustrate this last category:

at I might not be giving adequate guidance in the use of my own lack of knowledge and insight, was that bothered me . . . I could not always provide answers to the questions asked, but we did come to a understanding of each other's problems.

proper leadership to insure basic motivation

without taking over. Attempting to provide sufficient encouragement to continue in spite of difficulties encountered.

The supervisors were asked what changes they would make in the intern program. The single response to this question—which most left unanswered—was that they would take more time to work with the interns. They did, however, supply a greater variety of suggestions for overall change in the program. These suggestions included: more timely paydays; more liaison with university; greater task versus research orientation; clearer administrative liaison; few questionnaires; delete seminars/college advisors; and better orientation programs.

E. Evaluation of Faculty Counselors' Experience and Learning

By and large, the counselors saw their involvement as positive. When asked to rate their experience on a one-to-four scale ranging from highly positive (1) to highly negative (4), five of the faculty saw it as a highly positive experience and three of the faculty saw it as a "mildly positive" experience (2).

When asked if they thought their behavior as faculty members would be any different next year as a result of this summer's experience, four replied with definite change plans, one stressed learning on interpersonal relationships, and one spoke of how his own knowledge of community problem-solving had been expanded. Two others indicated that they anticipated no change in behavior, but one of these said, "I am already convinced that students can handle responsible tasks if given enough confidence and a minimum amount of advice."

Here are examples of the definite plans for change the faculty members report:

Next Year: (1) course content changes indicated by students' needs; (2) plan to use interns as resource persons in "social issues" course.

In order to bring about the (necessary) changes in educational style . . . faculty and administrators must be re-educated. At some time in the near future, I'll try my hand at recommending a *modus operandi* for accomplishing this.

In the second questionnaire we asked a similar question: "What are you learning from the encounter as a teacher and a counselor?" Of the twelve faculty members responding, six indicated that their own service-learning awareness had increased in terms of understanding community problems and the practical difficulties in organizing to solve them. Eight responded primarily in terms of what they learned about students, primarily an increase in their estimation of students' abilities to do competent work independently. In two cases the faculty member registered both types of learnings, accounting for the total of fourteen responses. Interestingly enough, none of the faculty reported learning about how to be an effective counselor in this situation. This omission strikes this researcher a fairly significant finding, though not inconsistent with other data we have noted earlier. It is particularly consistent with the fact that the faculty members report relatively little dialogue with their students about the nature of their relationship.

Finally, we asked the faculty members about their plans for maintaining contact with the agency the interns were affiliated with during the summer, keeping in mind that one of the major goals for the internship office is to increase linkages between university faculty and community agencies. Seven of the eight faculty members replied to this question. Four replied that they intended to maintain their agency contacts, one for the purpose of obtaining field experience for his public administration students, one in order to recruit new students to carry on the project. Another said: "I have already planned to have the two agency supervisors meet with me in order to explore formally, more UNC-Charlotte-agency (mental health clinic) communication and joint efforts." Three replied negatively. In two cases this was because the faculty member was moving from the area, in one other it was because contacts with the agency people "did not develop very extensively" during the summer.

F. Closing Comments on the Agency and Faculty Change Data

If we were to make some summary statements about the evaluation of the service-learning internship program by the agency supervisors, we must state that they were generally highly satisfied with student task performance; they also received significant and it

seems unanticipated interpersonal rewards with the interns. The main challenges that have been: overseeing the development of interns and agency workers, and providing leadership, leadership that was both supportive and encouraged autonomy, independence, and growth for the interns.

The faculty tended to evaluate the experience positively, though somewhat less so than the agency supervisors. The reason for this may lie in the fact that the faculty, on the average, had much less contact with the interns than the supervisors. The learning that the faculty reported was relatively dichotomous: that is, one group indicated they learned more about service-learning and problem solving, whereas another group indicated they learned less about the capabilities of students to do the work. This difference may be indicative of a duality in the learning relationships that our data has revealed. Secondly, the fact that no faculty member reported learning in the area of how to be a more effective supervisor is interesting since this was a chief learning goal for the members. This finding is understandable in light of the fact that the faculty reported earlier that they spent very little time with the student about their relationship *per se*. The faculty had other opportunities to discuss the nature of student relationships. This apparent lack of learning about that were important in the counseling process may have accounted for the faculty's failure to report this learning.

While neither the faculty nor agency supervisors showed much motivation to maintain and develop agency contacts, the faculty seem to be somewhat more motivated than the supervisors sampled. By and large, however, the service-learning program must be admitted to have been realized on the agency-faculty level. There is a possibility that faculty members do revise their opinions about the need for independent work as a result of being in the program. In some cases this leads to plans for educational activities. The follow-up study should give us some indication of whether these plans were followed through.

questionnaire we asked a similar question: "What was the encounter as a teacher and a counselor?" Six members responding, six indicated that their awareness had increased in terms of understanding and the practical difficulties in organizing and responding primarily in terms of what they perceived as primarily an increase in their estimation of competent work independently. In two cases, members reported both types of learnings, accounting for the remaining responses. Interestingly enough, none of the responses indicated about how to be an effective counselor in the future. This finding strikes this researcher a fairly significant finding consistent with other data we have noted previously, consistent with the fact that the faculty had very little dialogue with their students about the relationship.

When asked the faculty members about their plans for the future of the agency the interns were affiliated with, the following came to mind: that one of the major goals for the future was to increase linkages between university and agency. Seven of the eight faculty members responded. Four replied that they intended to maintain the linkages for the purpose of obtaining field experience for social administration students, one in order to continue to carry on the project. Another said: "I have the two agency supervisors meet with me in the future, more UNC-Charlotte-agency (mental health) communication and joint efforts." Three replied that this was because the faculty member was not in contact with one other it was because contacts with the agency did not develop very extensively" during the

seems unanticipated interpersonal rewards from their association with the interns. The main challenges that they had to meet seem to have been: overseeing the development of rapport between student interns and agency workers, and providing the right kind of leadership, leadership that was both supportive and helpful but encouraged autonomy, independence, and self-reliance on the part of the interns.

The faculty tended to evaluate the experience as generally positive, though somewhat less so than the agency supervisor. Part of the reason for this may lie in the fact that the faculty members had, on the average, much less contact with the students and so received fewer of the interpersonal rewards mentioned by the agency supervisors. The learning that the faculty reported seemed to be relatively dichotomous: that is, one group of faculty reported that they learned more about service-learning and community problem-solving, whereas another group indicated that their chief learning had to do with the capabilities of students to do independent work. This difference may be indicative of a duality of faculty-student counseling relationships that our data has not uncovered elsewhere. Secondly, the fact that no faculty members report significant learning in the area of how to be a more effective counselor is interesting since this was a chief learning goal of many faculty members. This finding is understandable in light of the fact that the faculty reported earlier that they spent very little time speaking with the student about their relationship *per se*. One wonders if the faculty had other opportunities to discuss the development of their student relationships. This apparent lack of discussion of the events that were important in the counseling relationship may have accounted for the faculty's failure to report any growth in this area.

While neither the faculty nor agency supervisors report strong motivation to maintain and develop agency-university linkages, the faculty seem to be somewhat more motivated in this area than the supervisors sampled. By and large, however, this goal of the service-learning program must be admitted to have been only partly realized on the agency-faculty level. There is indication however, that faculty members do revise their opinions upward of student capacity for independent work as a result of being a counselor and that in some cases this leads to plans for educational innovation. Our follow-up study should give us some indication of how extensively these plans were followed through.

Agency Comments on the Agency and Faculty Change Data

To make some summary statements about the service-learning internship program by the agency, we note that they were generally highly satisfied with the performance; they also received significant and it

The Internship as a Developmental Process

Can a project-oriented internship be divided into somewhat regularly occurring stages? One objective of this summer's inquiry was to find out. Our findings lead us to conclude that the internship, as presently constructed, leads not to one but to several intertwined developmental processes.

The students report that their internship changes with the demands of their particular task in a regularly progressing way. The faculty has contributed a description of the emotional states that accompany the various stages of task progression. The agency supervisor's view has to do with the differing rates of competence acquisition and the acculturation of the intern to the agency. It is evident from these descriptions that one's perception of the developmental sequence is linked to one's role and motivations within the service-learning framework. Nevertheless, these perceptions are important because they probably have a bearing on feeling, behavior, and learning within the service-learning context.

We have also spent some time exploring in detail the initial stages of the internship because our 1969 report indicated that students experienced their most intense feelings of difficulty during the first weeks. The initial stages of the internship are discussed in the section on "intern weightlessness" and in the faculty view of the progression of their relationship with the interns.

A. Internship Stages as a Function of Task Requirements

Fifteen out of the seventeen interns completing the final questionnaire perceived definite stages in their internships. These stages were almost exclusively related to the changes in activity called for by the intern's project. In a few cases, however, the interns perceived the major stages to be a reflection of changes in their relationships to their supervisors (a changing concept of their role in the office). In the two cases where the internship experience was perceived to be of a single piece, one internship project consisted of observation and recording the nature of cases in district court, the other involved informing the aged poor of their rights under Social Security regulations.

These data provided no evidence for postulating any relationship

between the perception of the internship as in terms of the number of stages perceived undertaken by the intern. The following table on the relationship of stage perception to act

	Research	Research-Organizing
Total N	7	3
Mean stages perceived	2.3	3.3

Nevertheless, a case-by-case analysis does for perceiving the internship as composed of with the nature of the intern's activity, even perceived is not directly related in these data.

In the case of research or data-gathering consisted of project design. The interns tried what they would study and how they would. The two-stage research internship consisted of (1) collect and how to collect it, and (2) collect complex research endeavors the research identifiable phases of internship activity: including the design of special research instrument activity, and (3) interpretation of data and conclusions.

Those interns in the sample who gathered problem and tried to implement problem solution generally saw their internships as divided. Orientation to the problem, data-gathering, point worth noting here is the whole new dimension research internship because the intern has to on the basis of his information. An excellent elements added is recorded in this excerpt from intern:

The third stage was the last—the actual people and the final reporting—For me greatest strain because I had to evaluate

ernship as a Developmental Process

oriented internship be divided into somewhat stages? One objective of this summer's inquiry findings lead us to conclude that the internship, ted, leads not to one but to several intertwined sses.

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ed no evidence for postulating any relationship

between the perception of the internship as a developmental process in terms of the number of stages perceived and the kind of activity undertaken by the intern. The following table summarizes the data on the relationship of stage perception to activity-content categories.

	Research	Research- Organizing	Direct Service	Other
Total N	7	3	5	2
Mean stages perceived	2.3	3.3	2.0	2.5

Nevertheless, a case-by-case analysis does reveal that the reasons for perceiving the internship as composed of stages had much to do with the nature of the intern's activity, even if the number of stages perceived is not directly related in these data.

In the case of research or data-gathering projects, the first stage consisted of project design. The interns tried to determine exactly what they would study and how they would study it. Thus, the two-stage research internship consisted of (1) deciding what data to collect and how to collect it, and (2) collecting the data. In more complex research endeavors the research activity leads to three identifiable phases of internship activity: (1) project design, including the design of special research instruments, (2) data-collection activity, and (3) interpretation of data and compilation of a report.

Those interns in the sample who gathered data on some specific problem and tried to implement problem solutions using their data generally saw their internships as divided into three periods: Orientation to the problem, data-gathering, and implementation. A point worth noting here is the whole new dimension injected into the research internship because the intern has to try to take some action on the basis of his information. An excellent example of the new elements added is recorded in this excerpt from survey of a Mars Hill intern:

The third stage was the last—the actual organization of young people and the final reporting—For me this was the period of greatest strain because I had to evaluate the weeks prior to this

point and decide whether my actions had been justified up to this point and whether I had gained anything during the whole process of involving other people.

The stages of the direct-service internships were defined by the interns in terms of the stages of the relationships with their clients. In three cases, these were students who worked with a single indigent family during the summer in the Elizabeth City area. The interns described their summer in terms of the process of gaining the trust of the families with which they worked. They spoke generally in terms of two stages: (1) a stage of disorientation, (2) a period of gradually developing trust and increased activity after the intern really got to be accepted by the family. An intern who worked as a counselor for alcoholics in a state correctional center described his internship phases as (1) an initial disorientation and lack of responsibility, (2) airing of dissatisfactions with the agency director, (3) the assignment of counseling duties which he undertook for the rest of the summer.

It appears that almost all of the interns perceived that their summer's experience could be divided into two or three stages and that the nature of these stages corresponded to the kind of tasks undertaken. Where research was the task, the student saw the internship stages in terms of different operations on the information to be performed; where counseling was the task, the student saw the internship chiefly in terms of the stages of trust development with the clients; where action was called for, the lines of demarcation were between gathering information and using the information in attempting to bring about problem solution.

B. Emotional Correlates of Internship Stages As Perceived by Faculty

We asked the faculty members to tell us how they saw the development of the summer internship in stages. The faculty came up with a much more complex and elaborated view of the internship process than either the students themselves or the agency counselors. Students conceptualized their experience in two or at most three stages, but this data indicates that the faculty could see in some cases as many as five or six distinct stages. For example:

1. Excitement, challenge
2. Dismay, uncertainty
3. Some routinization
4. Pleasure with results
5. Back to uncertainty—realization that pr

This model seems to be generally duplicated by three other faculty members. Departures from the group program where there were initial trust differences, a group program in which the counselor and interns to be overcome due to variance in intern motivation, and a report where interns seemed to grow and develop as they go through emotional phases of the typical project-oriented sense to this researcher because they seem to have internship events. My composite schema on this would be:

Feeling Level	Stage of Internship
1. Anticipation, excitement	1. Conceiving and planning
2. Confusion and dismay	2. Actually getting started, vagueness of task
3. Energy, determination	3. Finally deciding on a plan and getting about it
4. Ups and downs	4. Various follow-up activities
5. Sense of accomplishment, satisfaction, relief	5. Task completion
6. Concern, uncertainty, anxiety	6. What to do next

C. Intern Development from the Agency

The supervisors were asked in the final questionnaire to describe the internship experience in terms of stages or turning points that occurred. Only seven out of ten supervisors were able to identify definite stages.

The developmental sequences described by

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1. Excitement, challenge
2. Dismay, uncertainty
3. Some routinization
4. Pleasure with results
5. Back to uncertainty—realization that problems remain

This model seems to be generally duplicated by the reports of three other faculty members. Departures from this model included a group program where there were initial trust problems between counselor and interns to be overcome due to racial and other differences, a group program in which the counselor reports wide variance in intern motivation, and a report which merely said "both interns seemed to grow and develop as they gained experience." The emotional phases of the typical project-oriented internship make sense to this researcher because they seem to follow the pattern of internship events. My composite schema on the basis of this data would be:

Feeling Level	Simultaneous Internship Event
1. Anticipation, excitement	1. Conceiving and negotiating project
2. Confusion and dismay	2. Actually getting on the job and confronting vagueness of the real world
3. Energy, determination	3. Finally deciding on what's to be done and getting about it
4. Ups and downs	4. Various follow-through events
5. Sense of accomplishment, satisfaction, relief	5. Task completion
6. Concern, uncertainty, anxiety	6. What to do next?

C. Intern Development from the Agency Perspective

The supervisors were asked in the final questionnaire to describe the internship experience in terms of stages and to note any major turning points that occurred. Only seven out of the sixteen reporting supervisors were able to identify definite stages in the internship.

The developmental sequences described were both positive and

negative. The positive sequences included: increase in competence and confidence in task performance, steady deepening of relationship with agency supervisor, and increasing acceptance and respect won from co-workers and clients. In several cases this process was smooth and steady. In others there were definite lags and breaks.

An example of a steady growth experience:

... Gradually but not slowly, she began to develop a fine feel for the differences between important, the interesting, and the unimportant. Further she soon developed a keen insight into the declared purpose and the actual operations of manpower programs. She learned to appreciate, to a surprising degree, the steps necessary to bring recognition of an employment need through Congressional maneuvering, bureaucratic interpretations and, then, local power infighting, and finally, to the agency that implements the program

A rougher growth experience echoing the idea of the "weightlessness" phenomenon:

At the beginning she was shy, insecure, and frustrated. She showed real fear early in the game. But her poise, self-assurance and skill increased with leaps and bounds and her contribution cannot really be measured.

On the negative side, the experiences tended to be of interrupted or incomplete development. Here are examples:

We saw one intern go down-hill. Enthusiasm and plans were high at beginning. Initially, we thought this individual would be the most outstanding. After marriage, this one went down and each day was less dependable.

... he seemed to handle his assignments reasonably well ... yet, when it came time for him to write his project report, he did not seem to put much effort into writing it.

After several weeks on the job, Professor ---- called on us and impressed upon us the primary importance of the intern's seminar. . . . It was our understanding after that meeting that the interns would have to concentrate on a shorter-range project

which would satisfy their academic requirements. On, the interns kept more to the point, focused on a descriptive analysis of the

D. The Initial Stages: Experience "Weightlessness Phenomenon"

The third question of the initial stages tutored a general probe into the "weightlessness" process of the intern's integration with the job-defining process. Fortunately, the response was quite good, so the following are intern observations.

The responses have been analyzed on the phenomenon: its prevalence, phenomenon causes, resolutions, and the factors present. Weightlessness was reported.

In 35 cases, the intern reported some weightlessness. There was no weightlessness reported, but it was ambiguous.

The words used to describe this experience were a common theme of general discomfort and uneasiness. Here are examples of the different ways the interns described their initial weightlessness.

feeling somewhat directionless . . . my purpose or what I was supposed to do . . . sense of helplessness . . . depression . . . uncertainty . . . a feeling of vague questions . . . frustration pertaining to the project . . . at the beginning the feelings were all completely lost.

In seven cases, or one-fifth of those who reported the phenomenon, the interns volunteered that their feelings were quite powerful. These are the

At first the feeling of weightlessness was in the panic stage . . . quite acute . . . over-weightlessness . . . intense frustration

sequences included: increase in competence performance, steady deepening of relationship, and increasing acceptance and respect won clients. In several cases this process was smooth there were definite lags and breaks. steady growth experience:

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which would satisfy their academic requirements. From that time on, the interns kept more to themselves and their projects focused on a descriptive analysis of the agency and its operations.

D. The Initial Stages: Exploration of the "Weightlessness Phenomenon"

The third question of the initial student questionnaire constituted a general probe into the "weightlessness phenomenon" and the process of the intern's integration within the agency and his job-defining process. Fortunately, the response to the first questionnaire was quite good, so the following analysis is based on sixty-two intern observations.

The responses have been analyzed on the following aspects of the phenomenon: its prevalence, phenomenology, intensity, duration, causes, resolutions, and the factors present in the situations where no weightlessness was reported.

In 35 cases, the intern reported some weightlessness, in 20 cases there was no weightlessness reported, and 7 responses were ambiguous.

The words used to describe this experience vary somewhat but a common theme of general uncomfortableness seems to emerge. Here are examples of the different ways the interns who did experience initial weightlessness described their feelings:

feeling somewhat directionless . . . the feeling of not knowing my purpose or what I was supposed to do . . . we floated . . . sense of helplessness . . . depressing at points . . . feelings of uncertainty . . . a feeling of vagueness and lots of overall questions . . . frustration pertaining to the lack of information concerning the project . . . at the beginning of the internship we were all completely lost.

In seven cases, or one-fifth of those reporting the weightlessness phenomenon, the interns volunteered the information that the feelings were quite powerful. These are the terms they used:

At first the feeling of weightlessness plagued me almost to the panic stage . . . quite acute . . . over-whelming . . . a great deal of weightlessness . . . intense frustration . . . completely lost.

In one case an intern emphasized that while he did experience weightlessness, it was not an intense feeling or an overpowering one. In about four-fifths of the cases there was no indication as to the intensity of the feelings. One presumes that there was probably a continuum of intensity, but that it was an intense feeling for only a small proportion of the interns (only about 10 percent in this sample).

The duration of these feelings varied also. Eleven of the intern respondents indicated how long these feelings persisted. Their responses are summarized as follows: one week or less—2; two weeks—4; three to five weeks—3; and six or more weeks—2. Of course, these figures are only suggestive and permit no conclusions to be drawn since we do not have data on persistence for all 35 interns who experienced weightlessness.

The chief cause of weightlessness cited by the interns is the lack of certainty about exactly what to do and how to do it. The following response is illustrative:

My period of "weightlessness" began immediately. I didn't know what to do and my supervisor didn't know what to do with me. It took a week for us to get straight on exactly what my job would be.

Some other causes of weightlessness cited by the interns included: life in a strange town, anxiety about ability to get the job done, lack of help from agency personnel, fear that I might "have to confront some powerful people in order to get the job done."

The twenty interns who did not report feelings of weightlessness gave reasons which were largely the obverse of those given above. Commonly mentioned were: an initially clear role definition—4; effective orientation programs—5; other prior consultation—3; previous experience in the field—3; prior internship experience—1; and strong support from an agency advisor—3. Here are some examples of intern responses who reported no weightlessness.

I didn't experience that kind of feeling. I felt more comfortable and certain of what was expected to be done. The major factors were: The center is structured to permit easy movement and flexibility. Staff and residents have been receptive to ideas and help you can offer staff members. Orientation Week . . . aids one

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Another example of an agency
weightlessness is worth mentioning.
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perceived by the interns:

Prior to beginning the internship
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were given free reign and infor
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loose.

These feelings of weightlessness
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to generate personal support and
internship so that plans could be con

ern emphasized that while he did experience not an intense feeling or an overpowering one. In the cases there was no indication as to the reasons. One presumes that there was probably a reason, but that it was an intense feeling for only a few of the interns (only about 10 percent in this category).

These feelings varied also. Eleven of the interns reported how long these feelings persisted. Their responses were categorized as follows: one week or less—2; two to five weeks—3; and six or more weeks—2. Of these, only suggestive and permit no conclusions to be drawn. We do not have data on persistence for all 35 interns who reported weightlessness.

The weightlessness cited by the interns is the lack of knowing exactly what to do and how to do it. The illustrative example is:

"Weightlessness" began immediately. I didn't know what my supervisor didn't know what to do with me. I had to get straight on exactly what my job was.

Some of the weightlessness cited by the interns was: large town, anxiety about ability to get the job done; agency personnel, fear that I might "have to tell people in order to get the job done."

Those who did not report feelings of weightlessness were largely the obverse of those given above. The factors were: an initially clear role definition—4; prior programs—5; other prior consultation—3; prior field—3; prior internship experience—1; and agency advisor—3. Here are some examples of reported no weightlessness.

That kind of feeling. I felt more comfortable than was expected to be done. The major factors were: structured to permit easy movement and residents have been receptive to ideas and staff members. Orientation Week . . . aids one

to understand the organization of the department and to know what people to contact for different information.

My experience this year has been, for the most part, very definite, concrete, and in fact, easy projects to ease me into the system. Then the problems become progressively more difficult, but with the preliminary in-service orientation projects, they become easier and easier to accomplish; that is, they can be accomplished without the feeling of overwhelming frustration and useless time consumed chasing rabbits.

In two cases the interns reported no feeling of weightlessness because they felt the agency was doing nothing and that they wouldn't be called upon to produce:

There could be no lack of direction of what to do. I saw very early—the second week—that the Commission is a weak, noncommittal body which avoids taking a stand on an issue and often solves problems by covering them up. Because there is so little that the Commission does, I knew that there would be no duties for me or expected of me.

Another example of an agency strategy that tended to reduce weightlessness is worth mentioning. The emphasis here was not only on thorough planning but also in reducing the potential threat perceived by the interns:

Prior to beginning the internship we met and thoroughly planned our objective and our method for reaching this objective. We were given free reign and informed that we were on our own unless we encountered some insurmountable obstacle. With this direction we feel that the success or failure rests on our decisions. Therefore, we make decisions with no fear of being hung on a rack because of errors. Therefore we feel, at least I feel, very free and loose.

These feelings of weightlessness appear to have motivated a wide variety of behavior on the part of the interns. This behavior appeared to generate personal support and more information about the internship so that plans could be concretized. This "search behavior"

seemed mostly to occur in three patterns that have to do with source of information. There were those (7) who tended to rely chiefly on a single authoritative source for direction and information, there were those (5) who sought information from a wide variety of sources, and there were those (6) who sought information from co-workers or fellow interns.

Here are examples of intern responses that have been categorized in this way:

[single authoritative source] For about the first two weeks I had this feeling of "weightlessness," after these weeks I had a good idea of what was expected of me. The credit for this can go to the advisor whom I worked under, he was very helpful in explaining every segment of the problem.

[wide variety of sources] In trying to cope with these feelings we traveled to various subsidiaries, talked with personnel, and read any available material concerning the organization, operation, and plans not only of this office but of the department as well. . . . Daily contact with several of the department's young ingenious members has especially strengthened our motivations and efforts.

[colleagues] During the first week I did feel weightlessness. However, as the week passed and I became more relaxed, this feeling soon left. This is probably because the people I worked around were so nice and helped in making me welcome to the new job.

Individual situations elicited still other responses. One individual, working with a group, resolved his anxiety about the lack of group initiative by providing the ideas which got the project moving. Another student, dissatisfied with the lack of meaningful work after two weeks, aired his grievances with the supervisors and got a new job. It took another intern six weeks to get to the same point with the same result. Another intern reported that he just accepted feelings of weightlessness as normal and indicated no special steps to alleviate them, saying that he would live with his "inadequacies."

In two cases the interns reported that they struggled through the weightlessness phase without help from others. One of these respondents expressed it this way.

In coping with these feelings as being successful in forcing myself to aspire to the project rather than terminating it, I found a partner and I refused to contact anyone who was determined to resolve these ills indepen-

E. Factors Affecting the Initial Faculty-Student Relationship

As the faculty described their initial relationships with the interns several parameters were: (1) number of counselees—were faculty working with individual students or with a group of students? (2) status of prior relationships—did the students know each other beforehand, (b) did the students individually who were strangers, (c) were the students acquainted with each other as a group with the faculty?

In each case, the task of the faculty member was to develop an example, when the faculty member had already established with the interns, he had an initial rapport. He may be then in a position to develop relationships among themselves. He did not know the student group before he "break in"—to relate himself effectively to them. In one instance of this type the faculty member started off in a friendly and associative manner, "unstructured and informal." But another faculty member, a counselor to a group of black interns reported that the relationship was formal and one-sided, "information and asking for participation to give." Another counselor reported: "overtures" to the interns.

So, in the case where there were many counselors and students, the climate of the relationship have been perceived by the counselors as being formal when the counselor was a stranger to a group of students who were mixed in terms of the climate of the relationship.

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In coping with these feelings as best I could however, I was
successful in forcing myself to aspire toward completing this
project rather than terminating it prior to completion. My
partner and I refused to contact anyone for help because we were
determined to resolve these ills independently.

E. Factors Affecting the Initial Stages of the Faculty-Student Relationship

As the faculty described their initial stages of building relation-
ships with the interns several parameters emerged. These parameters
were: (1) number of counselees—were faculty members working with
individual students or with a group of students? If faculty members
were working with a group, were the student interns in the same or
different projects? (2) status of prior relationship—(a) did everyone
know each other beforehand, (b) did the faculty member know the
students individually who were strangers among themselves, or
(c) were the students acquainted with each other, but unacquainted
as a group with the faculty?

In each case, the task of the faculty member was different. For
example, when the faculty member had individual relationships
already established with the interns, he reported no problems of
initial rapport. He may be then in a position to help the students
develop relationships among themselves. When the faculty member
did not know the student group beforehand, his task was how to
"break in"—to relate himself effectively to the already formed group.
In one instance of this type the faculty member reported: "We have
started off in a friendly and associative relationship with is rather
unstructured and informal." But another faculty member, a white
counselor to a group of black interns reported: "The beginning of
the relationship was formal and one-sided. I was faculty feeding them
information and asking for participation . . . that they weren't ready
to give." Another counselor reported: "I have had to make all the
overtures" to the interns.

So, in the case where there were prior relationships between
counselors and students, the climate of the relationship seems to
have been perceived by the counselors as generally positive. But,
when the counselor was a stranger to an intern group, the results
were mixed in terms of the climate of the initial stages of the
relationship.

The Service-Learning Model in the Perspective of the Data

The support model for experiential learning and service used in the service-learning programs consisted of (1) intern(s), (2) their agency advisor, and (3) the faculty counselor. This report shows the faculty counselor role most in need of clearer definition and greater support since the faculty counselor is beset by initial feelings of incompetence to meet student's needs, is perceived as least helpful, and has least contact with the student. I believe that the distance of the faculty member may actually be turned to the advantage of learning because it gives him a crucial time perspective. But the faculty member must learn how to parlay his perspective into student learning and self-evaluation in individual and group situations.

The agency supervisor, it is revealed, may be the chief "educational agent" in the framework. As such he needs to be helped to deal with basic tensions of his role as task-master, educator, and coach of the interns.

We need to develop more effective means of encouraging the student to adequately conceptualize and learn from his on-going experience. While the intern's final report summarizes the content of his project, there are no mechanisms yet developed to help him understand the processes in the human interaction and interaction with the task which lead to the success or failure of his project.

We need to broaden our understanding of the learning environment to include the influences of non-supervisory agency colleagues, fellow interns, and the impacts of the service-learning program coordinating staffs to have a truly comprehensive base for continued inquiry.

Finally, it is also clear that the relationship between agency supervisor and faculty counselor is a very weak one. It is not strong enough to assure the hope for collaboration between agency and faculty for service and learning. Unless mechanisms can be developed that bring the agency and faculty together more effectively, the goal of increased university-agency communication will continue to be only occasionally accomplished.

The Agency Supervisors' Evaluation of the 1971 Summer Governor's Intern Program

Walter J. Gordon

One week after the Governor's Intern Program officially ended on August 27, 1971, the eighty-one agency personnel who had acted as intern supervisors were asked to evaluate the overall program. Each supervisor was asked to complete and return the "Host Agency Questionnaire." The questionnaire was divided into four parts, which called on the supervisor to evaluate his relationship with the intern he worked with, the intern's project, the intern himself, and the intern program administration. Even though divided this way for ease of completion and evaluation, the most pertinent and frequently appearing comments (e.g., "more advance planning") were found interspersed throughout the responses to the questionnaire.

The total sample evaluated contained the responses of 47 supervisors who collectively supervised 82 of the 136 interns. The method used in evaluating the questionnaires called for dividing the sample into the two following groups: (1) the 33 single intern supervisors who directly worked with only one intern each; and (2) the 14 multiple intern supervisors who collectively supervised 49 interns. In most cases, multiple intern supervisors worked with two interns; in five cases, supervisors were responsible for more than two interns, with the highest number being in the Purchasing Department, which supervised fourteen interns.

All questions appearing on the Host Agency Questionnaire (hereafter abbreviated as HAQ) were open-end questions; that is, no response choices were presented; therefore each question required reflection on the summer's experiences before an answer could be formulated. It can be further assumed that, since no set choices were presented, the answers, appearing in the supervisor's own words, indicate true feelings more accurately. Many supervisors' responses were similar however, and this allowed for a general categorization of the responses which could appear in table form. Therefore, the

categories listed in the tables below do not appear verbatim from the HAQ but, rather, show the supervisor's feelings. Though such categories are a tabulation and display of results, they are not the supervisors' words. For this reason, a section of some representative comments drawn directly from the HAQ and some of the various categories the comments fell into.

All tables contain both the number of supervisors who gave a certain response, as well as the number of interns they worked with. The "interns" category should not be seen as the number of interns who gave a certain response, but rather the number of supervisors who gave that response.

Part I of the HAQ called for an evaluation of the supervisor's relationship. This section was designed not only for evaluation but also to in some way encourage the supervisor to recall and articulate certain aspects of the relationship which hindered the relationship.

Table 1 shows the amount of contact supervisors had with their interns. As indicated, the greatest number of supervisors (19) made weekly contacts with their interns. This figure is misleading since all 14 Purchasing Department supervisors had field work in several areas around the state, but weekly contact was unnecessary and impractical.

Question 2 asked the supervisors to describe the nature of their interaction with the interns. As Table 2 indicates, most supervisors saw themselves as playing an "advisory" role, giving the intern advice when necessary, reviewing his work, and so forth; the next largest group defined their role as "discussion" of general project plans and reports. These groups indicate that the greatest number of supervisors let the intern take a free hand in the execution of his project, intervening only when necessary or requested.

The Agency Supervisors' Evaluation of the 1971 Summer Governor's Intern Program

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Intern Program officially ended on agency personnel who had acted as to evaluate the overall program. Each complete and return the "Host Agency" was divided into four parts, which evaluate his relationship with the intern project, the intern himself, and the even though divided this way for ease (the most pertinent and frequently "advance planning") were found responses to the questionnaire.

It contained the responses of 47 supervisors 82 of the 136 interns. The questionnaires called for dividing the groups: (1) the 33 single intern and with only one intern each; and supervisors who collectively supervised 49 intern supervisors worked with two were responsible for more than two per being in the Purchasing Department-interns.

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categories listed in the tables below do not show responses drawn verbatim from the HAQ but, rather, show in more general terms the supervisor's feelings. Though such categories are necessary for tabulation and display of results, they often lose the impact of the supervisors' words. For this reason, a section is included to show some representative comments drawn directly from the questionnaire and some of the various categories the comments were put into.

All tables contain both the number of respondent supervisors as well as the number of interns they worked with. The "number of interns" category should not be seen as the number of interns who gave a certain response, but rather the number of interns responsible to the supervisors who gave that response.

Part I of the HAQ called for an evaluation of the intern-supervisor relationship. This section was designed not only to elicit responses for evaluation but also to in some way educate the supervisor by forcing him to recall and articulate certain actions which helped or hindered the relationship.

Table 1 shows the amount of contact between supervisors and interns. As indicated, the greatest number of supervisors had contact with their interns on a daily basis. The second greatest number of interns (19) made weekly contacts with their supervisors, but this figure is misleading since all 14 Purchasing Department interns did field work in several areas around the state and therefore anything but weekly contact was unnecessary and impractical.

Question 2 asked the supervisors to describe the nature of their interaction with the interns. As Table 2 displays, most supervisors saw themselves as playing an "advisory" role in the project, giving the intern advice when necessary, reviewing the interns' progress, and so forth; the next largest group defined their interaction as "discussion" of general project plans and results. Both of these large groups indicate that the greatest number of supervisors preferred to let the intern take a free hand in the execution of the project and intervened only when necessary or requested.

On the average, how often did you confer with the intern(s)?

	Supervisors	Interns
	N	N
Daily	29	41
Once weekly	5	19
Twice weekly	5	7
3-4 times weekly	6	13
Periodically	2	2

Please describe as specifically as possible the nature of your interaction with the intern(s). How did you fit into the project the intern worked on?

	Supervisors	Interns
Advisory	15	24
Discussion	12	23
Supervisory	8	22
In multiple ways	5	6
In determining project policy	4	4
Joint field work	3	3

Allowing interns freedom in project execution also appeared in response to Question 3, which asked the supervisor to list the actions taken on his part which either helped or hindered the intern. As Table 3 indicates, those actions viewed as most helpful were allowing the interns freedom, "general orientation" to the agency's functions and methods for conducting the project, and giving help in locating resources and making contacts with other agency officials. In contrast, the greatest number of supervisors saw no hindering actions on their part; the next greatest number saw their inability to give the intern more of their time as the primary hindering action. The only other unusually high number of interns appearing in the table were

What are some of the things that you
were most helpful to him in success?
What are some of the things that
back, might not have
things more difficult

Helping Actions

- General orientation
Allowed freedom in work
Helped find resources
and make appointments
Developed skills
Helped feel comfortable
Accompanied on specific tasks
No answer

Hindering Actions

- None
- Too little time for supervision
- Lack of supportive services
(office space, clerical help, etc.)
- Program—agency goals conflict
- Lack of information
- Lack of experience
- Slow in getting project started
- Not accompanying in field work
- Others

all Purchasing Department interns; objectives and approaches of the somewhat in conflict with his goals

Along the same line, the superintendent identifies the most rewarding experience of the summer. He lists the most rewarding experiences for himself, his staff, and the community. He also identifies his work overall, his attitudes about work, and the uniquely fresh outlook that he brings to his work at the various agencies. Difficult or trying

TABLE 1

average, how often did you confer with the intern(s)?

Supervisors N	Interns N
29	41
5	19
5	7
6	13
2	2

TABLE 2

as specifically as possible the nature of your with the intern(s). How did you fit the project the intern worked on?

Supervisors	Interns
15	24
12	23
8	22
5	6
4	4
3	3

Freedom in project execution also appeared in which asked the supervisor to list the actions which either helped or hindered the intern. As the actions viewed as most helpful were allowing general orientation" to the agency's functions acting the project, and giving help in locating contacts with other agency officials. In number of supervisors saw no hindering actions the greatest number saw their inability to give the me as the primary hindering action. The only number of interns appearing in the table were

TABLE 3

What are some of the things that you did with the intern that you feel were most helpful to him in successfully completing his project?

What are some of the things that you did that, in thinking back, might not have helped him or made things more difficult for him?

	Supervisors	Interns
Helping Actions		
General orientation	15	37
Allowed freedom in work	7	8
Helped find resources and make appointments	13	18
Developed skills	3	4
Helped feel comfortable	2	2
Accompanied on specific tasks	5	8
No answer	2	5
Hindering Actions		
None	23	32
Too little time for supervision	5	12
Lack of supportive services (office space, clerical help, etc.)	2	5
Program-agency goals conflict	1	14
Lack of information	2	3
Lack of experience	3	3
Slow in getting project started	3	5
Not accompanying in field work	4	4
Others	4	4

all Purchasing Department interns; their supervisor viewed the overall objectives and approaches of the intern program office as being somewhat in conflict with his goals for that particular project.

Along the same line, the supervisors were asked in Question 4 to identify the most rewarding experiences and the most difficult or trying experiences of the summer's work. Table 4 shows that the most rewarding experiences for most supervisors were the intern's work overall, his attitudes about the project and things in general, and the uniquely fresh outlook that the interns brought into the various agencies. Difficult or trying experiences echoed the hindering

TABLE 4

Please try to recall and describe the experiences that have been most rewarding or trying to you personally.

	Supervisors	Interns
Most Rewarding Experiences		
Intern's work	12	18
Intern's attitudes	9	31
Intern's fresh outlook	6	10
Intern's learning	4	4
Performance of specific task	7	9
Others	2	2
No answer	4	4
Most Difficult or Trying Experiences		
None	27	42
Too little time for supervision	3	4
Supervisor-intern relationship	2	4
Lack of supportive service	4	5
Automobile accident	1	14
General obstacles in project	3	4
Intern's personal traits (tardy, etc.)	4	4
Intern's idealism	3	5

actions described in Table 3 above. It should be noted Table 4 is somewhat misleading in that while the Purchasing Department justifiably saw an automobile accident (no injuries) as the most difficult experience, it involved only two interns rather than all fourteen.

The last question in Part I questioned the supervisor's non-work relationship with the intern. Table 5 records the results, showing the largest number of supervisors did not discuss personal problems or engage in social activity with their interns. However, the largest number of interns shown on Table 5 did experience a non-working relationship with their supervisors. This somewhat paradoxical situation can be explained by further analysis of the table. Those supervisors who interacted socially were, in almost every case, multiple intern supervisors (8 supervisors for 31 interns). The possibility for group social interaction is far greater for supervisors

TABLE 5

Did the intern(s) ever confer with you about personal problems unrelated to his project? Did you have a social relationship with the intern outside of your working relationships?

	Supervisors
No	25
Yes	11
Semi-personal	3
Yes, social activity	8

with several interns than those with only one. The practicality of the supervisor's hosting a get-together. Such initial social interaction builds trust, which leads to a healthy working relationship.

Part II of the HAQ calls for the supervisor to discuss his intern's specific project. Through the supervisor's chance of the project to the supervisor and his intern. Following are questions on the title and content of the project. As Table 6 shows, most supervisors during the project, the amount and variety of experiences the intern had over the summer. The agency rendered by the intern as the strength of the supervisor. As also indicated, most supervisors saw their intern's project, or saw the twelve-week project being too short for the amount of work involved.

Table 7 is useful in seeing how the intern's project were accepted overall. Part A shows that most supervisors continue the project next summer. Most of the supervisors do not wish to continue that specific project next summer. This was only a one-time project and would not be repeated. This is further reflected in Part B by the overwhelming number of supervisors who said they would be willing to have the intern again next summer regardless of the project.

Question 5 asks the supervisor to indicate if the project may prove to be too large for the host agency. The thought that the volume and types of data

TABLE 4

describe the experiences that have been
ing or trying to you personally.

	Supervisors	Interns
	12	18
	9	31
	6	10
	4	4
	7	9
	2	2
	4	4
	27	42
	3	4
	2	4
	4	5
	1	14
	3	4
y, etc.)	4	4
	3	5

3 above. It should be noted Table 4 is
that while the Purchasing Department
bile accident (no injuries) as the most
olved only two interns rather than all

t I questioned the supervisor's non-work
Table 5 records the results, showing the
ors did not discuss personal problems or
with their interns. However, the largest
n Table 5 did experience a non-working
supervisors. This somewhat paradoxical
by further analysis of the table. Those
socially were, in almost every case,
(8 supervisors for 31 interns). The
interaction is far greater for supervisors

TABLE 5

Did the intern(s) ever confer with you about personal or other problems
unrelated to his project? Did you have any interaction
with the intern outside of your regular
working relationships?

	Supervisors	Interns
No	25	30
Yes	11	16
Semi-personal	3	5
Yes, social activity	8	31

with several interns than those with only one intern, due to the
practicality of the supervisor's hosting a get-together for the group.
Such initial social interaction builds trust, which is a prerequisite to a
healthy working relationship.

Part II of the HAQ calls for the supervisor's personal evaluation
of his intern's specific project. Through these responses the signifi-
cance of the project to the supervisor and host agency can be seen.
Following are questions on the title and general nature of the
project. As Table 6 shows, most supervisors saw the data compiled
during the project, the amount and various types of valuable
experiences the intern had over the summer, or the service to the
agency rendered by the intern as the strengths of the project they
supervised. As also indicated, most supervisors saw no weaknesses in
their intern's project, or saw the twelve-week internship period as
being too short for the amount of work involved.

Table 7 is useful in seeing how the intern program and the interns
were accepted overall. Part A shows that most supervisors desire to
continue the project next summer. Most of those supervisors who did
not wish to continue that specific project next summer wrote that it
was only a one-time project and would not need to be continued.
This is further reflected in Part B by the overwhelming majority of
the supervisors who said they would be willing to supervise the same
intern again next summer regardless of the project.

Question 5 asks the supervisor to indicate how valuable the
project may prove to be to the host agency. The largest group
thought that the volume and types of data collected during the

TABLE 6

What were the project strengths and weaknesses?

	Supervisors	Interns
Project Strengths		
Compilation of data	11	23
General service to agency	11	12
Improved agency's service to public	5	9
General orientation	1	14
Amount, types of experiences	5	5
Working in interest area	5	5
No answer	9	14
Project Weaknesses		
None	17	31
Lack of time	13	28
Specific project-related	7	8
Lack of information	3	4
Project ill-defined	5	8

project would make it highly valuable to the agency. The next largest group felt the project's greatest value to be in releasing the supervisor to do other things and in that way increasing manpower at the agency.

Table 9 shows how the project reports will be printed and distributed. The significant fact to note here is that only 12

TABLE 7

Would you recommend assigning this project to an intern next summer?
Would you be willing to supervise the intern?

	Supervisors	Interns
A. No		
Yes	18	31
No answer	25	43
B. No		
Yes	4	8
No answer	5	5
Yes	37	67
No answer	5	10

TABLE 8

In what ways will the intern's work prove valuable to your agency?

	Supervisors
Compilation of vital data	21
Manpower relief	8
Influenced agency policy	5
Identified problem areas	5
Others	3
No answer	5

TABLE 9

Will the intern's project report be printed
to whom will it be distributed?

	Supervisors
No	12
Unsure	4
Included in larger report	6
Yes	2
Yes—to related agencies	6
Yes—in-house	11
Yes—to general public	6

supervisors (working with 13 interns) are not publish and distribute the project report. Further explained that the report was very valuable to its limited applications, printing would be unnecessary.

Part III of the HAQ solicits the supervisor's individual intern and his general performance period. Tables 10 through 13 record the supervisor's answers to Questions 1 through 4. The tables are self-explanatory and reflect the supervisors' general feelings rather than a specific sub-question. It should be recognized that all responses in the HAQ speak highly of the interns and the performance. It should be taken of the fact that 41 of the 47

6		
Strengths and weaknesses?		
Supervisors	Interns	
11	23	
11	12	
5	9	
1	14	
5	5	
5	5	
9	14	
17	31	
13	28	
7	8	
3	4	
5	8	

to the agency. The next largest
to be in releasing the supervisor
by increasing manpower at the
et reports will be printed and
o note here is that only 12

7		
Project to an intern next summer?		
Supervise the intern?		
Supervisors	Interns	
18	31	
25	43	
4	8	
5	5	
37	67	
5	10	

TABLE 8

In what ways will the intern's work prove valuable or be of service to your agency?

	Supervisors	Interns
Compilation of vital data	21	47
Manpower relief	8	11
Influenced agency policy	5	7
Identified problem areas	5	5
Others	3	4
No answer	5	8

TABLE 9

Will the intern's project report be printed? How and to whom will it be distributed?

	Supervisors	Interns
No	12	13
Unsure	4	5
Included in larger report	6	23
Yes	2	2
Yes—to related agencies	6	10
Yes—in-house	11	18
Yes—to general public	6	11

supervisors (working with 13 interns) are not making provisions to publish and distribute the project report. Further, several of these 12 explained that the report was very valuable to them, but because of its limited applications, printing would be unnecessary.

Part III of the HAQ solicits the supervisor's opinion of the individual intern and his general performance during the internship period. Tables 10 through 13 record the supervisors' answers to Questions 1 through 4. The tables are self-explanatory; the categories reflect the supervisors' general feelings rather than response to each sub-question. It should be recognized that all results from part of the HAQ speak highly of the interns and the performance overall; note should be taken of the fact that 41 of the 47 supervisors would be

TABLE 10

How well did the intern(s) fit into the overall operation of your agency?
Was he aware of the agency's total operation? Did he
work well with others in your agency?

	Supervisors	Interns
Affirmative	45	80
Negative	0	0
Fair	1	1
No answer	1	1

TABLE 11

When given a specific responsibility, did the intern(s) utilize
his resources maximumly to produce results? Was
he ever slow to get the job done?

	Supervisors	Interns
Affirmative	40	72
Negative	0	0
Fair	6	9
No answer	1	1

TABLE 12

Do you feel that the project report accurately reflects the intern's
efforts? Is the report as thorough as you expected? Does
the report fulfill the objectives of the project?

	Supervisors	Interns
Affirmative	35	66
Negative	1	2
Fair	1	1
No answer	10	13

TABLE 13

If given the opportunity, would you be willing
intern(s) again? Would you recomm
to another group?

	Supervisors
A. No	6
Yes	41
B. No	2
Yes	45

willing to work with their interns again, and
willing to recommend their interns to other
return (Table 13).

Part IV of the HAQ requests the superv
intern program's central administration. In te
direction and objectives, this part of the HAQ
of the comments made in this part have app
were felt most strongly by the supervisor app
the next four tables. As Table 14 points
thought it desirable to correlate the placemen

TABLE 14

What recommendations would you make on
placements of interns for next y

Correlate with academic major
More lead time
Satisfied with this year's interns
Define qualifications clearly
Define program outline
Limit to graduate students and seniors
Others
None

TABLE 10

fit into the overall operation of your agency?
the agency's total operation? Did he
with others in your agency?

Supervisors	Interns
45	80
0	0
1	1
1	1

TABLE 11

c responsibility, did the intern(s) utilize
maximumly to produce results? Was
slow to get the job done?

Supervisors	Interns
40	72
0	0
6	9
1	1

TABLE 12

object report accurately reflects the intern's
ort as thorough as you expected? Does
fill the objectives of the project?

Supervisors	Interns
35	66
1	2
1	1
10	13

TABLE 13

If given the opportunity, would you be willing to work with the
intern(s) again? Would you recommend him
to another group?

	Supervisors	Interns
A. No	6	6
Yes	41	76
B. No	2	2
Yes	45	80

willing to work with their interns again, and 45 of the 47 would be
willing to recommend their interns to other agencies if they couldn't
return (Table 13).

Part IV of the HAQ requests the supervisors' evaluation of the
intern program's central administration. In terms of shaping program
direction and objectives, this part of the HAQ is most valuable. Many
of the comments made in this part have appeared earlier; those that
were felt most strongly by the supervisor appear several times within
the next four tables. As Table 14 points out, most supervisors
thought it desirable to correlate the placement of the individual in an

TABLE 14

What recommendations would you make on the selection and
placements of interns for next year?

	Supervisors	Interns
Correlate with academic major	11	27
More lead time	9	19
Satisfied with this year's interns	7	7
Define qualifications clearly	1	3
Define program outline	1	2
Limit to graduate students and seniors	2	2
Others	5	5
None	11	17

agency with his interests or academic major and to allow more time for the selection and project-planning process.

When asked for their suggestions for improving the program's administration, the majority of the supervisors gave none or commented that this aspect of the program was satisfactory this summer. These suggestions are recorded in Table 15.

TABLE 15

What suggestions do you have for improving the central administration of the program?

	Supervisors	Interns
None	30	48
More lead time	3	6
Better intercommunication	1	14
Supervisor orientation	6	6
Others	7	8

Included in the intern program's educational component was a series of problem-related seminars hosted by agency officials from various areas. Eighteen seminars on eleven different topics were held; each averaged three hours in length. Interns were encouraged to attend at least three seminars during the course of the summer. Question 3 on this part of the HAQ asks for the supervisors' reaction to these seminars. As the table below indicates, only a very small number of supervisors saw these seminars as being less than worthwhile.

TABLE 16

What are your reactions to the time the intern(s) spent attending the educational seminars?

	Supervisors	Interns
No comment	12	15
Favorable	19	33
OK	10	27
Not worthwhile	4	5
Indifferent	2	2

The final question of the HAQ is about improving the program. As Table 17 shows, to make no further recommendation was a frequently appearing comment.

TABLE 17

Do you have any general recommendations for program administration?

None
More lead time
Others

This report shows the general feelings of those who responded to the HAQ. In no way is this a categorical outline of the supervisors' responses verbatim, but the reader can more accurately judge the intern program.

There can be one overriding evaluation: That the respondent supervisors were greatly pleased with their individual intern program overall.

Representative Comments

This section contains some representative comments from the Host Agency. The first comment is followed by the general comment placed in for purposes of recording responses.

Part 1—Intern-Supervisor Relationship

Question 3. What are some of the things you feel were most helpful to him in the project?

s or academic major and to allow more time
 object-planning process.
 their suggestions for improving the program's
 majority of the supervisors gave none or
 aspect of the program was satisfactory this
 ons are recorded in Table 15.

TABLE 15

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 administration of the program?

Supervisors	Interns
30	48
3	6
1	14
6	6
7	8

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TABLE 16

Reactions to the time the intern(s) spent
 in the educational seminars?

Supervisors	Interns
12	15
19	33
10	27
4	5
2	2

The final question on the HAQ asked again for suggestions for
 improving the program. As Table 17 shows, most supervisors wished
 to make no further recommendations except for "more lead time," a
 frequently appearing comment.

TABLE 17

Do you have any general recommendations or suggestions for
 program administration for next year?

	Supervisors	Interns
None	34	49
More lead time	7	22
Others	6	11

This report shows the general feelings of the 47 intern supervisors
 who responded to the HAQ. In no way can it be more than a general
 categorical outline of the supervisors' feelings. It is strongly
 recommended that the next section, which contains some of the
 supervisors' responses verbatim, be read carefully in order that the
 reader can more accurately judge the supervisors' impressions of the
 intern program.

There can be one overriding conclusion drawn from this
 evaluation: That the respondent supervisors were, generally speaking,
 greatly pleased with their individual interns and with the intern
 program overall.

Representative Comments

This section contains some representative responses of the
 supervisors drawn from the Host Agency Questionnaire. Each
 comment is followed by the general category (in parentheses) it was
 placed in for purposes of recording results.

Part 1—Intern-Supervisor Relations

Question 3. What are some of the things you did with the intern that
 you feel were most helpful to him in successfully completing his
 project?

Actually visiting several industrial parks and going with Joe on his first visit to one of the local contacts. [Accompanied on specific tasks]

Intern learned to prepare precise, accurate, and brief statistical reports; intern obtained skill in technical writing techniques. [Skill development]

The most helpful action that I took was to tell him where information could be found and to suggest avenues to be pursued in order to secure the data necessary to complete the project. [Helped find resources and make appointments]

Question 3(B). What are some of the things you did that, in thinking back, might not have helped the intern or even made things more difficult for him?

By far the greatest hindrance was my inaccessibility to the interns at times. [Too little time for supervision]

Due to the sensitive nature of our work and because of the fact that much information obtained is confidential, it was impossible to allow the interns access to all information which would have benefited them. [Lack of information]

Intern best qualified to answer this. [Others]

In some cases Jeanne had to find a community resource to meet the needs of one of the youngsters she was supervising rather than simply contact an agency which another worker had an ongoing relationship with. [Lack of experience]

Question 4. Please try to recall and describe the experiences that have been most rewarding to you personally.

The ability of the intern to "take hold" of the project and do an excellent job without day-to-day direction and guidance. [Intern's work]

Witnessing the intern become truly involved, contributory, and fulfilled in the specific area of work (psychological testing) comprising the project. [Intern's learning]

Steve is a highly intelligent, perceptive person. [Engaged in conversations about community and high school; rewarding, in view of Steve's different perspective on judgment. [Intern's fresh outlook]

The sheer vigor, vitality, and enthusiasm of Steve Spitzer to the project. [Intern's work]

Part 2—Evaluation of Project

Question 3. What were the project strengths? Strengths listed included:

Providing a public and departmental document on the historical development of the Department of Social Work. [Compilation of data]

The fact that this was the first attempt at a new method for distributing these monies is a significant achievement. [Improved agency's service to public]

This project provided a mathematically oriented intern with an opportunity to apply his educational background to an interest area]

The interns enabled the SWMS to reach some of its goals which had thus far been unattainable due to lack of manpower. [General service to agency]

Weaknesses that were mentioned included the following:

Perhaps the project weaknesses included the fact that we did not have the in-depth experience and time to do an in-depth study of the entire payable area of information, experience]

Are you kidding—I wouldn't swap my experience for anything! [None]

Lack of time to see his project through to the end, running on the computer. A project of this nature takes about six months minimum. [Lack of time]

several industrial parks and going with Joe on one of the local contacts. [Accompanied on

to prepare precise, accurate, and brief statistical obtained skill in technical writing techniques. ent]

ful action that I took was to tell him where he would be found and to suggest avenues to be pursued. [I obtained the data necessary to complete the project. I located sources and made appointments]

are some of the things you did that, in thinking, have helped the intern or even made things more

greatest hindrance was my inaccessibility to the [Too little time for supervision]

relative nature of our work and because of the fact that information obtained is confidential, it was impossible for interns access to all information which would have [Lack of information]

was unable to answer this. [Others]

neanne had to find a community resource to meet the needs of the youngsters she was supervising rather than contact an agency which another worker had an experience with. [Lack of experience]

try to recall and describe the experiences that are most meaningful to you personally.

he intern to "take hold" of the project and do an independent project without day-to-day direction and guidance.

intern become truly involved, contributory, and responsible in a specific area of work (psychological testing) project. [Intern's learning]

Steve is a highly intelligent, perceptive individual, and our conversations about community and highway planning were rewarding, in view of Steve's differences in opinion and judgment. [Intern's fresh outlook]

The sheer vigor, vitality, and enthusiastic commitment of Mr. Spitzer to the project. [Intern's work]

Part 2--Evaluation of Project

Question 3. What were the project strengths and weaknesses? Strengths listed included:

Providing a public and departmental document portraying the historical development of the Department of Public Safety. [Compilation of data]

The fact that this was the first attempt at determining a rational method for distributing these monies is its major strength. [Improved agency's service to public]

This project provided a mathematically oriented student with the opportunity to apply his educational background. [Working in interest area]

The interns enabled the SWMS to reach some very worthwhile goals which had thus far been unattainable due to lack of manpower. [General service to agency]

Weaknesses that were mentioned included the following:

Perhaps the project weaknesses included the fact that the intern did not have the in-depth experience and therefore could not do an in-depth study of the entire payables system. [Lack of information, experience]

Are you kidding—I wouldn't swap my experience with these kids for anything! [None]

Lack of time to see his project through to completion and running on the computer. A project of this kind usually takes about six months minimum. [Lack of time]

An Examination of Attitudinal Changes in SREB Interns: Summers, 1968-1970

Walter J. Gordon

As the Student Intern Project of the Southern Regional Education Board (SREB) moves into its sixth year of operation, the verification of certain assumptions concerning the resource development internship seems timely. This report is designed, through the evaluation of data collected from SREB interns during the summers of 1968, 1969, and 1970, to accomplish the following two objectives: (1) to provide statistical verification of certain attitudinal changes evidenced in SREB interns as a result of their internship experiences; and (2) to substantiate the internship as a method of educating young people and encouraging them to consider public-service careers.

Analysis of the effect of the internship experience on the individuals involved can take a variety of forms. The approach used here is the evaluation of matched sets of questionnaires administered to SREB interns at the beginning and the end of the twelve-week internship period. The total sample was composed of 103 sets completed by 37 interns in 1968, 40 in 1969, and 27 in 1970. In all cases, the pre-internship questionnaire (Appendix A) was administered during the first week of the internship period; the post-internship questionnaire (Appendix B) was administered approximately two weeks after the completion of the individual's summer work.

Two types of questions are used in this evaluation: (1) reflective questions which called on the respondent to analyze his summer's experience from a personal standpoint, to therefore show how the intern himself perceived the benefits of his internship; and (2) questions which appeared in substantially the same form on both the pre-internship questionnaire and the post-internship questionnaire, to therefore exhibit certain attitudinal changes which occurred in the respondent between the beginning of his internship and the end. The questions represented in Tables 1, 6, and 9 are questions of the first

type; the data presented in answers to questions of the second

The method used for data collection was to ask each respondent's answers to several questions, which also contained the respondent's personal data including age, sex, marital status, education, college, home state, and type of occupation. It was felt that such personal data might prove to be of negligible importance, and would be likely to give certain answers which would be negligible. From these systems came the table form used throughout this report.

For the sake of brevity, the pre-internship and "post-internship questionnaire" will be referred to as "pre" and "post" for the remainder of the report.

The data examined is presented in four groups: (1) questions relating to the learning of internships; (2) questions relating to career choices; and (3) questions relating to internship experience to more traditional careers.

Four groups of questions are used in this evaluation: questions relating to the service of the intern; questions indicating (1) that interns are aware of the problems they are to help solve; (2) that they are aware of those problems; (3) that the intern has tried various approaches for solving the problems; and (4) that the intern has participated in the solution of the problems.

When asked "Has your internship helped you solve personal and economic problems?" the respondents answered "Yes" (as Table 1).

During a second internship, this time with the Student Intern Project of SREB, Walter Gordon devoted major effort to collecting the data contained in this report. The report was completed in December 1971 and is published for the first time in this volume.

*Several questions used in this evaluation had more than one possible answer, and show totals higher than the total sample of interns.

An Examination of Attitudinal Changes in SREB Interns: Summers, 1968-1970

Walter J. Gordon

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a result of their internship experiences;
e internship as a method of educating
aging them to consider public-service

of the internship experience on the
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of the internship period; the post-intern-
ix B) was administered approximately
ion of the individual's summer work.
are used in this evaluation: (1) reflective
the respondent to analyze his summer's
standpoint, to therefore show how the
benefits of his internship; and (2) ques-
ubstantially the same form on both the
and the post-internship questionnaire, to
itudinal changes which occurred in the
inning of his internship and the end. The
oles 1, 6, and 9 are questions of the first

type; the data presented in all other tables was extracted from
answers to questions of the second type.

The method used for data compilation consisted of transferring
each respondent's answers to selected questions to a system card
which also contained the respondent's relevant personal data,
including age, sex, marital status, academic status, academic major,
college, home state, and type of project. It was originally assumed
that such personal data might prove that certain types of respondents
would be likely to give certain answers. This assumption proved false;
personal differences among different groups of respondents was
negligible. From these system cards, data was tabulated and put into
the table form used throughout the report.

For the sake of brevity, the terms "pre-internship questionnaire"
and "post-internship questionnaire" will be abbreviated as "pre" and
"post" for the remainder of the report.

The data examined is presented in the following pages in three
groups: (1) questions relating to the service component of service-
learning internships; (2) questions relating to the influence of
internships on career choices; and (3) questions relating the intern-
ship experience to more traditional classroom education.

Four groups of questions fall into the first category, that of
questions relating to the service component of internships. Examina-
tion of these questions indicate four pertinent characteristics:
(1) that interns are aware of the social and economic problems that
they are to help solve; (2) that interns realize the need for solving
those problems; (3) that the interns are aware of the methods and
approaches for solving the problems; and (4) that they actually take
part in the solution of the problems.

When asked "Has your internship made you more aware of social
and economic problems?" the overwhelming majority of the respond-
ents answered "Yes" (as Table 1 below indicates). *Further, of the

*Several questions used in this evaluation allowed multiple answers; therefore, some tables
show totals higher than the total sample of respondents.

five who answered "No," three stated that they were aware of the problems before their internship; therefore, only two can be said to have given a negative answer. The respondents were also asked to list what problems they became aware of during their internship; the responses are listed below. Even though this question is reflective, and not part of a matched set, it too exhibits attitudinal change on the part of the respondent by his own admission of increased awareness. A question appearing on both questionnaires asked the

TABLE 1

Has your internship made you more aware of social and economic problems? In what ways? (No. 13 post)		N
Yes		98
No		5
Problems listed by "Yes" Respondents		
Aware through first-hand experience		33
Aware of problems of poverty		29
Aware of attempted solutions to problems		20
Aware of bureaucratic inadequacies		13
Aware of deplorable living conditions		6
Aware of inadequate health care		3
Aware of local apathy to problems		3
Aware of strained black-white relations		2

respondents to rate the need for accelerating social and economic development. On both questionnaires 93 percent said that such acceleration was "vitally needed." The figures in Table 2 below represent the responses of the 95 interns whose responses remained the same on both questionnaires.

Only seven interns' responses varied from pre to post on this question; four changed from "vitally needed" to "important, but not pressing," and three others changed from "important, but not pressing" to "vitally needed." Such a small number (less than 7 percent of the total sample) indicates that attitudes toward social and economic development did not change appreciably. Thus, it can be concluded that interns realize the need for accelerating social and economic development.

TABLE 2

How do you rate the need for social and economic development in America today? (No. 4 pre, No. 13 post)

Vitally needed
Important, but not pressing
Present rate sufficient
Could slow pace without adverse effects

That interns gain insight into method of problem-solving can be seen through examination of their responses to the questions. The first two sets asked the respondents to rate the need for which governmental level resource development should be conducted. In the first set, Table 3 shows that 93 percent of the interns gave the same response on both questionnaires. The majority of these felt that the federal government was the most effective agency in developing resources. On the second set, the responses changed from pre to post, nearly 60 percent chose to the federal government. This suggests that the interns' work with governmental agencies made them more aware of the federal government's influence in resource development activities.

The second set asked the intern's reasons for choosing a particular agency he chose in Table 3; Table 4 shows the results. Interns whose responses remained the same on both questionnaires and those whose responses changed, realized that more resources and manpower, professional ability, and effort would lead toward the solution of problems in resource development. Allowing multiple choice, the reasons from the 62 non-changing respondents were: 39 whose responses changed on the above questionnaires.

Program development, one of the major reasons for resource development above, was recognized by the interns as an effective approach again later. In answer to the question "How can economic development can best be accomplished, 69 percent chose from pre to post; the majority of those chose "developing present programs" and "developing new programs."

...three stated that they were aware of the internship; therefore, only two can be said to answer. The respondents were also asked to list what they became aware of during their internship; the answer was given. Even though this question is reflective, the answer set, it too exhibits attitudinal change on the part of the respondent by his own admission of increased awareness appearing on both questionnaires asked the

TABLE 1

What made you more aware of social and economic development? In what ways? (No. 13 post)	N
Respondents	98
Life experience	5
Poverty	33
Solutions to problems	29
Inadequacies	20
Living conditions	13
Health care	6
Problems	3
Racial relations	3
White relations	2

...need for accelerating social and economic development. On the questionnaires 93 percent said that such a change was "very needed." The figures in Table 2 below show the responses of the 95 interns whose responses remained the same on both questionnaires. The responses varied from pre to post on this question from "vitally needed" to "important, but not very needed." Such a small number (less than 7 percent) indicates that attitudes toward social development did not change appreciably. Thus, it can be said that the need for accelerating social and

TABLE 2

How do you rate the need for social and economic development in America today? (No. 4 pre, No. 12 post)

	N
Vitally needed	88
Important, but not pressing	6
Present rate sufficient	1
Could slow pace without adverse effects	0

That interns gain insight into methods and approaches to problem-solving can be seen through examination of three sets of questions. The first two sets asked the respondent to indicate at which governmental level resource development is most effectively conducted. In the first set, Table 3 shows that over 60 percent of the interns gave the same response on both pre and post, and the majority of these felt that the federal government was the most effective agency in developing resources. Of the 39 percent whose responses changed from pre to post, nearly half changed from other choices to the federal government. This seems to imply that the interns' work with governmental agencies makes them more acutely aware of the federal government's influence in resource development activities.

The second set asked the intern's reasons for the selection of the particular agency he chose in Table 3; Table 4 shows the results. Interns whose responses remained the same on the above question, and those whose responses changed, realized that resources, money, and manpower, professional ability, and effective program development lead toward the solution of problems inhibiting effective resource development. Allowing multiple responses generated 74 reasons from the 62 non-changing respondents and 48 reasons from the 39 whose responses changed on the above question.

Program development, one of the major reasons given in Table 4 above, was recognized by the interns as an effective problem-solving approach again later. In answer to the question of how resource development can best be accomplished, 69 interns changed responses from pre to post; the majority of those changed from "expanding present programs" and "developing new programs" to a combination

TABLE 3

Agency most effective in resource development: (No. 2 pre, No. 10 post)

Same Response Pre and Post (62)		
Federal government		41
Regional government		8
Private foundations		5
Local government		3
State government		3
Civic groups		2
Different Responses Pre to Post (39)		
	Pre	Post
Federal government	5	19
Regional government	11	7
Private foundations	10	7
Local government	6	3
State government	2	2
Civic groups	5	1

TABLE 4

Explain the basis for your selection of the agency you listed as most effective. (No. 3 pre, No. 11 post)

Same Response Pre and Post to Question No. 2	
Greatest resources, money, manpower	31
Most effective program developer	17
Creative, flexible, innovative	9
Most professional ability	7
Greatest social conscience	5
Close to problems	4
Most clearly defined goals	1
Different Responses Pre to Post to Question No. 2	
Greatest resources, money, manpower	18
Most effective program developer	9
Creative, flexible, innovative	10
Most professional ability	5
Greatest social conscience	2
Close to problems	3
Most clearly defined goals	1

TABLE 5

Resource development can be achieved by: (No. 5 pre, No. 10 post)

Same Response Pre and Post (31)	
Expanding present programs	
Developing new supplementary programs	
Combination of above	
Changing entire social-economic system	
Combination of current activities	
Other	
Different Responses Pre to Post (69)	
Expanding present programs	
Developing new supplementary programs	
Combination of above	
Changing entire social-economic system	
Combination of current activities	
Other	

of the two. As also shown in Table 5, the response remained the same on both questions, indicating a combination approach.

The preceding analysis of these questions leads to the conclusion that interns do indeed gain in problem-solving methods, by recognizing both the role of the agency and the desired course of action.

The final group of questions in the questionnaire consisted of three reflective questions concerning the project, its value to the host agency, and how they themselves learned from it. The results are shown in Table 6. The largest number of responses was for the question, "What specific task did they participate in problem-solving?" The majority of responses indicated some specific task, through their selection of "problem-solving" through the practical application of their knowledge.

From these reflective answers, it can be concluded that they actually participate in the solution of problems during their internship.

To summarize this first category of responses, it can be said that they are more aware of social and economic problems during their internship.

TABLE 3

Resource development: (No. 2 pre, No. 10 post)

Post (39)	Pre	Post
	5	19
	11	7
	10	7
	6	3
	2	2
	5	1

TABLE 4

for your selection of the agency you listed effective. (No. 3 pre, No. 11 post)

to Question No. 2	
ey, manpower	31
developer	17
ative	9
	7
ce	5
ls	4
	1
Post to Question No. 2	
ey, manpower	18
developer	9
ative	10
	5
ce	2
	3
ls	1

TABLE 5

Resource development can best be accomplished by: (No. 5 pre, No. 14 post)

Same Response Pre and Post (31)		
Expanding present programs		8
Developing new supplementary programs		5
Combination of above		7
Changing entire social-economic system		5
Combination of current activities		3
Other		3
Different Responses Pre to Post (69)	Pre	Post
Expanding present programs	31	3
Developing new supplementary programs	19	6
Combination of above	1	47
Changing entire social-economic system	8	4
Combination of current activities	5	4
Other	5	5

of the two. As also shown in Table 5, those interns whose responses remained the same on both questionnaires also favored the combination approach.

The preceding analysis of these three questions yields the conclusion that interns do indeed gain insight into various problem-solving methods, by recognizing both the appropriate responsible agency and the desired course of action.

The final group of questions in the first general category are three reflective questions concerning the significance of the intern's project, its value to the host agency as they perceived it, and what they themselves learned from it. The responses varied widely, as shown in Table 6. The largest numbers of respondents wrote that they participated in problem-solving through the performance of some specific task, through their service to the host agency, and through the practical application of their knowledge.

From these reflective answers, one can see that interns did actually participate in the solution of certain social and economic problems during their internship.

To summarize this first category of questions, interns are made more aware of social and economic problems, they realize the need

TABLE 6

What value do you think you were to your host agency?
(No. 4 post) What do you consider the most
significant part of your project? (No. 5 post)
Indicate the learning dimensions of your
internship (No. 6 post)

Performance of specific task	35
Practical application of knowledge	34
Provided service to agency	32
Specific knowledge of agency functions	26
Increased knowledge of area problems	25
Association with certain people	21
Expanded knowledge in general	19
Opportunity to do research	18
Association with general public	15
Service to public	13
Added objectivity to agency	8
Provided inexpensive manpower	8
Public relations between agency and public	6
Received training in administration	4

for solving those problems, they gain insight into the methods of problem-solving, and finally, they actually participate in the solution of these problems during their internship. These conclusions can be more succinctly stated: internships provide constructive service opportunities for students seeking to participate in the solution of social and economic problems.

The second category of questions examined are those questions concerned with the influence of the internship on the students' career choices. This influence of the internship can be first seen by examining the respondents' attitudes on the pay, prestige, challenge, and degree of creativity of public-service careers, and second, the respondents' stated career choices.

Part A of Table 7 shows that while as a whole, the respondents did not believe salaries for public service work were very high, those whose opinions changed as a result of their internship ranked it slightly higher than those whose responses remained the same. Those whose attitudes changed toward the prestige of public-service careers also had a slightly higher opinion after the internship, as Part B

TABLE 7

How do you feel about the field of res
as a career field? (No. 9 pre, No

Part A: Pay		
Same Responses Pre and Post (36)		
High	1	0
	2	14
	3	20
	4	2
Low	5	0
Different Responses Pre to Post (27)		
High	1	
	2	
	3	
	4	
Low	5	
Part B: Prestige		
Same Responses Pre and Post (38)		
High	1	2
	2	15
	3	16
	4	4
Low	5	1
Different Responses Pre to Post (27)		
High	1	
	2	
	3	
	4	
Low	5	

indicates. It should be noted that the total table is 68, due to the omission of the questionnaires.

As recorded in Part C of Table 7, ne interns whose responses remained the sam ranked the potential for challenging work i 1 on the scale of 1 to 5. Those whose op ranked the potential for challenge somev changed from 1 to 2. Such was also the ca

TABLE 6

do you think you were to your host agency?
(post) What do you consider the most
cant part of your project? (No. 5 post)
cate the learning dimensions of your
internship (No. 6 post)

task	35
knowledge	34
cy	32
agency functions	26
area problems	25
n people	21
general	19
arch	18
l public	15
	13
ency	8
anpower	8
n agency and public	6
ministration	4

problems, they gain insight into the methods of
finally, they actually participate in the solution
uring their internship. These conclusions can be
ted: internships provide constructive service
dents seeking to participate in the solution of
problems.

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es for public service work were very high, those
nged as a result of their internship ranked it
those whose responses remained the same. Those
ged toward the prestige of public-service careers
higher opinion after the internship, as Part B

TABLE 7

How do you feel about the field of resource development
as a career field? (No. 9 pre, No. 18 post)

Part A: Pay

Same Responses Pre and Post (36)

High	1	0
	2	14
	3	20
	4	2
Low	5	0

Different Responses Pre to Post (27)

		Pre	Post
High	1	0	5
	2	10	7
	3	13	8
	4	3	6
Low	5	1	1

Part B: Prestige

Same Responses Pre and Post (38)

High	1	2
	2	15
	3	16
	4	4
Low	5	1

Different Responses Pre to Post (27)

		Pre	Post
High	1	2	4
	2	14	8
	3	9	11
	4	2	4
Low	5	0	0

indicates. It should be noted that the total sample represented in this
table is 68, due to the omission of this question on the 1968
questionnaires.

As recorded in Part C of Table 7, nearly 80 percent of those
interns whose responses remained the same in both questionnaires
ranked the potential for challenging work in public-service careers as
1 on the scale of 1 to 5. Those whose opinions changed, however,
ranked the potential for challenge somewhat lower; the majority
changed from 1 to 2. Such was also the case in Part D, ranking the

TABLE 7 (continued)

Part C: Potential for Challenge

Same Responses (43)

High	1	34
	2	7
	3	1
	4	0
Low	5	1

Different Responses (22)

		Pre	Post
High	1	13	7
	2	5	11
	3	0	2
	4	2	0
Low	5	2	2

Part D: Degree of Creativity

Same Responses (40)

High	1	24
	2	12
	3	3
	4	1
Low	5	0

Different Responses (25)

		Pre	Post
High	1	6	4
	2	14	7
	3	1	7
	4	3	5
Low	5	2	1

degree of creativity in public-service careers. The substantial majority, 60 percent, ranked creativity as 1, yet those whose responses changed ranked degree of creativity slightly lower on the post.

Respondents were asked to list their tentative career choices. As Table 8 points out, careers in planning and public service showed a marked increase in popularity after the summer's internship. The reasons given by most respondents who changed career choices was the "discovery of a good type of work" and the "opening of new career possibilities."

The internship experience then, can be said to motivate people toward public-service careers, by their own admission, and through

influencing their attitudes toward public-service careers, by this motivation, and because internships provide exposure to public functions and practical problem-solving, in

TABLE 8

What career do you plan to enter after your college or postsecondary educational program? (No. 14 pre, 14 post)

Same Responses Pre and Post (65)

Agriculture
Business
Education
Law
Military
Planning
Public service
Social work
Undecided

Different Responses Pre to Post (27)

Agriculture
Business
Education
Law
Military
Planning
Public service
Social work
Undecided

internships encourage young people to consider careers in public service and provide a pool of potential recruits for recruitment by sponsoring agencies.

The third major category of questions examined those questions relating the internship to classroom education.

Statistically proving that internships provide meaningful and relevant education is a difficult task. It is interesting to note that the second largest category of responses in Table 6 wrote that the most significant part

TABLE 7 (continued)

Challenge (43)	34 7 1 0 1		
Responses (22)		Pre 13 5 0 2 2	Post 7 11 2 0 2
Creativity (40)	24 12 3 1 0		
Responses (25)		Pre 6 14 1 3 2	Post 4 7 7 5 1

ty in public-service careers. The substantial mar-
 ranked creativity as 1, yet those whose responses
 gree of creativity slightly lower on the post.
 ere asked to list their tentative career choices. As
 t, careers in planning and public service showed a
 n popularity after the summer's internship. The
 most respondents who changed career choices was
 a good type of work" and the "opening of new
 " experience then, can be said to motivate people
 ce careers, by their own admission, and through

influencing their attitudes toward public-service work. Because of
 this motivation, and because internships provide training in agency
 functions and practical problem-solving, it can be concluded that

TABLE 8

What career do you plan to enter after you complete your
 educational program? (No. 14 pre, No. 7 post)

Same Responses Pre and Post (65)		
Agriculture		0
Business		5
Education		22
Law		14
Military		0
Planning		5
Public service		11
Social work		5
Undecided		3
Different Responses Pre to Post (27)		
Agriculture	Pre 0	Post 0
Business	11	0
Education	7	1
Law	1	0
Military	0	0
Planning	1	11
Public service	3	13
Social work	1	1
Undecided	3	1

internships encourage young people to consider careers in programs
 of development and provide a pool of trained personnel for
 recruitment by sponsoring agencies.

The third major category of questions examined in this report are
 those questions relating the internship to the student's traditional
 classroom education.

Statistically proving that internships give students a more
 meaningful and relevant education is a difficult task, though it is
 interesting to note that the second largest group of respondents on
 Table 6 wrote that the most significant part of the internship was the

"practical application of their knowledge." It can be proved, however, that the internship influences students to desire changes in their institution's traditional curriculum. Table 9 shows the greatest percentages of the respondents desiring "more emphasis on resource development," "orientation toward community service," "courses on current social problems," and "academic credit for internships." From this data, we can conclude that the internship helps the student to see where the traditional curriculum lacks relevance and what changes should be made in the curriculum to make it more meaningful to him. This points to the fact that the internship itself provides the opportunity for the student to receive a meaningful and relevant education.

TABLE 9

What curriculum or administrative changes would you recommend for greater university involvement in development? (No. 17 post)

Emphasis on resource development	30
Orientation toward community service	28
Courses on current social problems	22
Academic credit for internships	18
Teach how to cope with future	9
Courses on planning	6
More flexible curriculum	5
University as advisory to government	5
More independent study	3
None	1

In addition to influencing a student's attitudes regarding curriculum changes, it can also be proved that internships influence a student's perception of public officials and the general citizenry. Tables 10 and 11 show that after the internship, respondents were more inclined to view public officials as being informed, but reluctant to change or as not seeing any need to change the status quo, and the general citizenry as being opposed to or unwilling to support the expense of the change.

Depending on one's own perceptions of the attitudes of public officials and the general citizenry, it can be argued that the internship experience gives students a clearer picture of those attitudes, thereby offering a more relevant education in awareness of

TABLE 10

What is the attitude of public officials toward economic development? (No. 24 pre, N

Same Responses Pre to Post (34)

Opposed
Informed but reluctant to change
Eager for change, unwilling to support cost
Eager for change, willing to support cost
Don't see need for change
Other

Different Responses Pre to Post (25)

Opposed
Informed but reluctant to change
Eager for change, unwilling to support cost
Eager for change, willing to support cost
Don't see need for change
Other

TABLE 11

What is the attitude of the general citizenry toward economic development? (No. 28 pre, N

Same Responses Pre and Post (41)

Opposed
Informed but reluctant to change
Eager for change, unwilling to support cost
Eager for change, willing to support cost
Don't see need for change
Other

Different Responses Pre to Post (52)

Opposed
Informed but reluctant to change
Eager for change, unwilling to support cost
Eager for change, willing to support cost
Don't see need for change
Other

of their knowledge." It can be proved, internship influences students to desire changes in traditional curriculum. Table 9 shows the greatest respondents desiring "more emphasis on resource allocation toward community service," "courses on problems," and "academic credit for internships." We can conclude that the internship helps the traditional curriculum lacks relevance and can be made in the curriculum to make it more relevant. This points to the fact that the internship itself is a positive experience for the student to receive a meaningful and

TABLE 9

What administrative changes would you recommend to increase community involvement in development? (No. 17 post)

Development	30
Community service	28
Problems	22
Internships	18
Future	9
	6
	5
Government	5
	3
	1

influencing a student's attitudes regarding curriculum. It can also be proved that internships influence the attitudes of public officials and the general citizenry. We know that after the internship, respondents were more likely to view public officials as being informed, but not as not seeing any need to change the status of the citizenry as being opposed to or unwilling to change.

From their own perceptions of the attitudes of public officials and the general citizenry, it can be argued that the internship gives students a clearer picture of those attitudes, bringing a more relevant education in awareness of

TABLE 10

What is the attitude of public officials toward social and economic development? (No. 24 pre, No. 19 post)

Same Responses Pre to Post (34)		
Opposed		0
Informed but reluctant to change		26
Eager for change, unwilling to support cost		3
Eager for change, willing to support cost		3
Don't see need for change		1
Other		1
Different Responses Pre to Post (25)		
	Pre	Post
Opposed	0	1
Informed but reluctant to change	8	11
Eager for change, unwilling to support cost	5	4
Eager for change, willing to support cost	4	2
Don't see need for change	1	3
Other	7	4

TABLE 11

What is the attitude of the general citizenry toward social and economic development? (No. 28 pre, No. 20 post)

Same Responses Pre and Post (41)		
Opposed		4
Informed but reluctant to change		12
Eager for change, unwilling to support cost		5
Eager for change, willing to support cost		0
Don't see need for change		10
Other		10
Different Responses Pre to Post (52)		
	Pre	Post
Opposed	4	7
Informed but reluctant to change	16	11
Eager for change, unwilling to support cost	10	15
Eager for change, willing to support cost	1	4
Don't see need for change	15	5
Other	6	10

their social environment.

Because the internship experience offers an increased knowledge of problems and solutions to those problems, because the internship influences students' attitudes toward the traditional curriculum and generates a desire to change that curriculum, and because the internship gives students a better awareness of their own social environment, it can be concluded that internships give students a more meaningful and relevant education and training.

To briefly summarize, the data collected from the pre and post internship questionnaires as presented in this evaluation calls for three major conclusions: (1) internships provide constructive service opportunities for students seeking to participate in the solution of social and economic problems; (2) internships encourage young people to consider careers in programs of development and provide a pool of trained personnel for recruitment by sponsoring agencies; and (3) internships give students a more meaningful and relevant education.

Appendix A: Resource Development Questionnaire

1. What does the term *resource development* mean to you?
2. Rank the following agencies 1-6 (1, most effective; 6, least effective) in the effectiveness of their efforts toward resource development.
 - _____ local government
 - _____ regional or multi-county organizations
 - _____ state government
 - _____ federal government
 - _____ private foundations and organizations
 - _____ civic groups
3. Explain briefly the basis for your selection of the agency you listed above as most effective (1).
4. How do you rate the need for accelerating social and economic development in America today? (check one)
 - _____ vitally needed
 - _____ important but not pressing

_____ present rate sufficient
 _____ could slow pace with

5. Resource development can be
 - _____ expanding present program
 - _____ developing new support
 - _____ changing entire social
 - _____ other (specify)
6. How do you think your internship program? (check as many as p
 - _____ no direct relationship
 - _____ help prepare for even
 - _____ complement classroom
 - _____ other (specify)
7. What career do you plan to pursue in your educational program?
8. Why did you choose this career?
9. How do you feel about the career field?
 - Pay
 - Prestige
 - Potential for challenging and significant work
 - Degree of creativity
10. What is parent's occupation(s)?
11. Assuming that you could quantify the amount of service you will acquire and the amount of learning from your internship, please indicate how much of each will be.
 - _____ amount of service
 - _____ amount of learning
 - 100% total

environment.

the internship experience offers an increased knowledge and solutions to those problems, because the internship students' attitudes toward the traditional curriculum and desire to change that curriculum, and because the gives students a better awareness of their own social it can be concluded that internships give students a gful and relevant education and training.

y summarize, the data collected from the pre and post questionnaires as presented in this evaluation calls for conclusions: (1) internships provide constructive service s for students seeking to participate in the solution of economic problems; (2) internships encourage young sider careers in programs of development and provide a ned personnel for recruitment by sponsoring agencies; nships give students a more meaningful and relevant

Appendix A: Resource Development Questionnaire

the term *resource development* mean to you?

following agencies 1-6 (1, most effective; 6, least in the effectiveness of their efforts toward resource nt.

ocal government
egional or multi-county organizations
ate government
ederal government
rivate foundations and organizations
ivic groups

riefly the basis for your selection of the agency you e as most effective (1).

ou rate the need for accelerating social and economic nt in America today? (check one)

tally needed
important but not pressing

_____ present rate sufficient
_____ could slow pace without adverse effects

5. Resource development can best be accomplished by: (check one)

_____ expanding present programs
_____ developing new supplementary programs
_____ changing entire social and economic system
_____ other (specify)

6. How do you think your internship will relate to your academic program? (check as many as possible).

_____ no direct relationship, just broaden background
_____ help prepare for eventual career
_____ complement classroom studies
_____ other (specify)

7. What career do you plan to enter after you complete your educational program?

8. Why did you choose this career?

9. How do you feel about the field of resource development as a career field?

	High				Low
Pay	1	2	3	4	5
Prestige	1	2	3	4	5
Potential for challenging and significant work	1	2	3	4	5
Degree of creativity	1	2	3	4	5

10. What is parent's occupation(s)?

11. Assuming that you could quantify the amount of learning that you will acquire and the amount of service you will give during your internship, please indicate below what you expect the ratio will be.

_____ amount of service
_____ amount of learning
100% total

12. What do you expect will be your availability in academic year 1969-70 for a part-time work or service assignment off campus?

- ☐ a necessity
- ☐ a possibility
- ☐ very unlikely
- ☐ not applicable, will not be in school
- ☐ don't know

13. Would you be interested in working or serving off campus if you received neither academic credit nor payment?

- ☐ yes ☐ no

14. Would you be interested in working or serving off campus if you received no academic credit but were paid at the rate of \$1.60 per hour?

- ☐ yes ☐ no

15. Would you be interested in working or serving off campus if you received about 3 hours per semester of academic credit and were paid at the rate of \$1.60 per hour?

- ☐ yes ☐ no

16. If you answered "yes" to Question 15 above, how much time would you be prepared to devote to your work or services?

- ☐ up to 3 hours per week
- ☐ 3 to 6 hours per week
- ☐ 6 to 10 hours per week
- ☐ 10 to 15 hours per week
- ☐ over 15 hours per week

17. What is your *primary* source of income while in school?

- ☐ present employment
- ☐ previous employment
- ☐ parents
- ☐ scholarship, fellowship, or grant
- ☐ student loan
- ☐ other (specify)

18. What is your *secondary* source of income while in school?

- ☐ present employment
- ☐ previous employment
- ☐ parents
- ☐ scholarship, fellowship, or grant
- ☐ student loan
- ☐ none
- ☐ other (specify)

19. What were you *primarily* engaged in last summer?

- ☐ working
- ☐ performing volunteer service
- ☐ working and attending school
- ☐ attending school
- ☐ traveling
- ☐ attending military camp
- ☐ other (specify)

20. What was its nature, and for whom did you receive the assignment? (check as applicable, response in each column)

- | | |
|---|--|
| ☐ counseling or recreation | ☐ college |
| ☐ farming or construction | ☐ church |
| ☐ factory work | ☐ municipal |
| ☐ sales work | ☐ county |
| ☐ clerical or secretarial | ☐ state agency |
| ☐ administrative or professional | ☐ federal |
| ☐ other (specify) | ☐ private |
| | ☐ industrial |
| | ☐ private |
| | ☐ organization |
| | ☐ other (specify) |

21. What in your opinion are some of the major economic problems of the Southern region, and of the United States as a whole? Which are the most pressing or critical ones?

22. Do you think you will affect them as an intern? Why or why not?

23. What do you think are the most positive factors in the Southern region?

Will be your availability in academic year
work or service assignment off campus?

Will not be in school

in working or serving off campus if you
credit nor payment?

no

in working or serving off campus if you
credit but were paid at the rate of \$1.60

no

in working or serving off campus if you
per semester of academic credit and were
per hour?

no

to Question 15 above, how much time
to devote to your work or services?

er week

week

er week

er week

er week

source of income while in school?

ment

/ment

owship, or grant

18. What is your *secondary* source of income while in school?

- _____ present employment
- _____ previous employment
- _____ parents
- _____ scholarship, fellowship, or grant
- _____ student loan
- _____ none
- _____ other (specify)

19. What were you *primarily* engaged in last summer?

- _____ working
- _____ performing volunteer service
- _____ working and attending school
- _____ attending school
- _____ traveling
- _____ attending military camp
- _____ other (specify)

20. What was its nature, and for whom did you perform this
assignment? (check as applicable, response in each column)

- | | |
|--------------------------------|-----------------------------|
| _____ counseling or recreation | _____ college or university |
| _____ farming or construction | _____ church |
| _____ factory work | _____ municipal agency |
| _____ sales work | _____ county agency |
| _____ clerical or secretarial | _____ state agency |
| _____ administrative or pro- | _____ federal agency |
| _____ fessional | _____ private business or |
| _____ other (specify) | _____ industry |
| | _____ private, non-profit |
| | _____ organization |
| | _____ other (specify) |

21. What in your opinion are some of the major social and
economic problems of the Southern region, and of these which
are the most pressing or critical ones?

22. Do you think you will affect them as an intern? Which? How?

23. What do you think are the most positive forces currently

contributing to social and economic change?

24. What is the attitude of public officials toward social and economic development?

☐ opposed
☐ informed but reluctant to change status quo
☐ eager for change but unwilling to support public expenditures
☐ eager for change and willing to support public expenditures
☐ don't see any need for change, apathetic
☐ other

25. What should be the major role of the college or university in social and economic development—and in society—today? (check as many as you agree with)

☐ no direct role, just prepare educated citizens
☐ constructive critic of existing programs
☐ instrument for training manpower to fill needs
☐ identify and promote the need for and direction of change
☐ actively participate in development
☐ other (specify)

26. What should be the role of the college student in social and economic development—and in society—today? (check as many as you agree with)

☐ constructive critic of existing programs
☐ no role until graduation
☐ working through student organizations
☐ working as individual with community groups
☐ other (specify)

27. What is the attitude of fellow students toward social and economic development? (check one)

☐ opposed
☐ informed but reluctant to change status quo
☐ eager for change but unwilling to support public expenditures

☐ eager for change, willing to support public expenditures
☐ don't see any need for change, apathetic
☐ other (specify)

28. What is the attitude of the general public toward social and economical development? (check one)

☐ opposed
☐ informed but reluctant to change status quo
☐ eager for change but unwilling to support public expenditures
☐ eager for change, willing to support public expenditures
☐ other (specify)

Appendix B: Resource Development

1. Mailing address. (Please indicate your address for the next 12 months.)

Name _____

Address _____

2. Present position.

Employer _____ Pos _____

Academic Level _____ Ma _____

(College Jr., Sr., M.A., Ph.D.,
other) _____ Mi _____

3. Would you be interested in receiving employment positions and educational opportunities in the community of resource development?

4. What value do you think you were to the community? why?

5. What do you consider the most significant project?

social and economic change?

Attitude of public officials toward social and
development?

but reluctant to change status quo
change but unwilling to support public
expenditures
change and willing to support public
expenditures
any need for change, apathetic

the major role of the college or university in
economic development—and in society—today?
(you agree with)

role, just prepare educated citizens
have critic of existing programs
not for training manpower to fill needs
and promote the need for and direction of

participate in development
(specify)

the role of the college student in social and
development—and in society—today? (check as many
as apply)

have critic of existing programs
until graduation
through student organizations
as individual with community groups
(specify)

Attitude of fellow students toward social and
development? (check one)

but reluctant to change status quo
change but unwilling to support public
expenditures

_____ eager for change, willing to support public
expenditures
_____ don't see any need for change, apathetic
_____ other (specify)

28. What is the attitude of the general citizenry toward social and
economical development? (check one)

_____ opposed
_____ informed but reluctant to change status quo
_____ eager for change but unwilling to support public
expenditures
_____ eager for change, willing to support public
expenditures
_____ other (specify)

Appendix B: Resource Development Questionnaire

1. Mailing address. (Please indicate your mailing address during the
next 12 months.)

Name _____

Address _____

2. Present position.

Employer _____ Position _____

Academic Level _____ Major _____

(College Jr., Sr., M.A., Ph.D.,
other) Minor _____

3. Would you be interested in receiving information concerning
employment positions and educational opportunities in com-
munity of resource development?

4. What value do you think you were to your host organization and
why?

5. What do you consider the most significant part of your internship
project?

6. Indicate the learning dimensions of your internship appointment.

7. What do you consider the major weakness of the internship program?

8. How has the internship program affected your career plans? In what way?

9. Which SREB-sponsored seminar did you attend? Comment on the strengths and the weakness of the seminar.

10. Rank the following agencies 1-6 (1, most effective; 6, least effective) in the effectiveness of their efforts toward resource development.

- _____ local government
- _____ regional or multi-county organizations
- _____ state government
- _____ federal government
- _____ private foundations and organizations
- _____ civic groups

11. Explain the basis for your selection of the agency you listed as most effective.

12. How do you rate the need for accelerating social and economic development in America today? (check one)

- _____ vitally needed
- _____ important, but not pressing
- _____ present rate sufficient
- _____ could slow pace without effects

13. Has your internship made you more aware of social and economic problems? In what ways?

14. Resource development can best be accomplished by: (check as many as apply)

- _____ expanding present programs
- _____ developing new supplementary programs
- _____ changing entire social and economic system

_____ combination of current activities

15. How will your internship relate to your academic program? (check as many as apply)

- _____ no direct relationship, just broaden background
- _____ help prepare for eventual career
- _____ complement classroom activities
- _____ research for advanced degree requirements
- _____ other (specify)

16. What should be the major role of the college in social and economic development—and in your community? (check as many as you agree with)

- _____ no direct role, just prepare educated citizens
- _____ constructive critic of existing programs
- _____ instrument for training manpower to full potential
- _____ actively participate in development
- _____ other (specify)

17. What curriculum or administrative changes would you recommend for greater university involvement in development? Indicate the name of your college.

18. How do you feel about the field of resource development as a career field?

	High		
Pay	1	2	3
Prestige	1	2	3
Potential for challenging and significant work	1	2	3
Degree of creativity	1	2	3

19. What is the attitude of public officials toward economic development?

- _____ opposed
- _____ informed but reluctant to change status quo
- _____ eager for change but unwilling to support increased expenditures

g dimensions of your internship appointment.

Sider the major weakness of the internship

ship program affected your career plans? In

ored seminar did you attend? Comment on the
weakness of the seminar.

ng agencies 1-6 (1, most effective; 6, least
effectiveness of their efforts toward resource

rnment
t multi-county organizations
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For your selection of the agency you listed as

the need for accelerating social and economic
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ship made you more aware of social and
s? In what ways?

ment can best be accomplished by: (check as

g present programs
g new supplementary programs
entire social and economic system

_____ combination of current activities

15. How will your internship relate to your academic program?
(check as many as apply)

_____ no direct relationship, just broaden background
_____ help prepare for eventual career
_____ complement classroom activities
_____ research for advanced degree requirement
_____ other (specify)

16. What should be the major role of the college or university in
social and economic development—and in society—today?
(check as many as you agree with)

_____ no direct role, just prepare educated citizens
_____ constructive critic of existing programs
_____ instrument for training manpower to full needs
_____ actively participate in development
_____ other (specify)

17. What curriculum or administrative changes would you recom-
mend for greater university involvement in development? Please
indicate the name of your college.

18. How do you feel about the field of resource development as a
career field?

	High				Low
Pay	1	2	3	4	5
Prestige	1	2	3	4	5
Potential for challenging and significant work	1	2	3	4	5
Degree of creativity	1	2	3	4	5

19. What is the attitude of public officials toward social and
economic development?

_____ opposed
_____ informed but reluctant to change status quo
_____ eager for change but unwilling to support public
expenditures

- ☐ eager for change, willing to support public expenditures
- ☐ don't see any need for change, apathetic
- ☐ other (specify)

20. What is the attitude of the general citizenry toward social and economic development? (check one)

- ☐ opposed
- ☐ informed but reluctant to change status quo
- ☐ eager for change but unwilling to support public expenditures
- ☐ eager for change, willing to support public expenditures
- ☐ don't see any need for change
- ☐ other (specify)

21. Parent's income last year:

- ☐ below \$5,000
- ☐ \$5,000 - \$7,499
- ☐ \$7,500 - \$9,999
- ☐ \$10,000 - \$15,000
- ☐ over \$15,000

Intern Data Tables—1967-1971

Compiled by Walter J. Gordon

As the Southern Regional Education Board (SREB) program has gradually decentralized, comparable data for all years has become increasingly difficult to compile. The programs which SREB have fostered and supported have expanded their bases of support beyond SREB. Although this is highly favorable for purposes of decentralization and expansion, it complicates the collection of data on the internships which are not directly supported by SREB. During the course of the research reported in the previous paper, the author also collected the data presented here.

The following data tables give information on the interns, the host agencies, and project areas for the five major operating years of the Resource Development Project, or Student Intern Project, as it is now titled. Figures for 1967-69 incorporate all interns generated by projects supported by SREB funds, including those interns in newly established affiliated programs. In 1970 and 1971 the newly established programs such as the ones in North Carolina and Georgia greatly increased the number of interns involved and made reporting on the earlier basis very difficult. Therefore, data for 1970-71 includes only those interns in affiliated programs who were identified specifically as SREB-supported interns. Additional students were placed as an indirect result of SREB assistance, but specific data on these interns was not collected. Numbers given in the tables indicate the number of interns who responded to the request for information, not necessarily the total number of interns for that year. Totals may vary therefore due to a lack of response to certain items by individual interns.

Project Subject Areas: Summers 1967-1971						
	1967 (84)	1968 (151)	1969 (158)	1970 (158)	1971 (158)	1972 (158)
Health and sanitation	8% (7)	5% (8)	4% (7)	10% (15)	10% (15)	10% (15)
Education and training	6 (5)	9 (14)	8 (12)	7 (10)	7 (10)	7 (10)
Housing	6 (5)	3 (5)	18 (28)	10 (15)	10 (15)	10 (15)
Legal services	13 (11)	4 (6)	4 (6)	3 (5)	3 (5)	3 (5)
Manpower	17 (14)	10 (15)	12 (18)	5 (7)	5 (7)	5 (7)
Planning and economic analysis	19 (16)	22 (33)	11 (17)	12 (18)	12 (18)	12 (18)
Public administration finance	7 (6)	23 (35)	11 (17)	8 (12)	8 (12)	8 (12)
Social services and community action	12 (10)	11 (17)	7 (11)	13 (20)	13 (20)	13 (20)
Tourism, transportation, recreation	12 (10)	11 (16)	10 (15)	0 (0)	0 (0)	0 (0)
Natural resources development	0 --	2 (2)	7 (11)	22 (33)	22 (33)	22 (33)
Community development	0 --	0	10 (16)	10 (15)	10 (15)	10 (15)

Intern Data Tables—1967-1971

Compiled by Walter J. Gordon

Education Board (SREB) program has comparable data for all years has become available. The programs which SREB have expanded their bases of support beyond favorable for purposes of decentralization. The collection of data on the projects supported by SREB. During the period in the previous paper, the author reported here.

To give information on the interns, the data for the five major operating years of the project, or Student Intern Project, as it is called, are incorporated all interns generated by the project, including those interns in newly established projects. In 1970 and 1971 the newly established projects in North Carolina and Georgia were the ones involved and made reporting difficult. Therefore, data for 1970-71 are for the affiliated programs who were identified as SREB interns. Additional students were identified as SREB assistance, but specific data on them is not available. Numbers given in the tables indicate interns who responded to the request for information, not the total number of interns for that year. Totals may vary due to response to certain items by individual

Project Subject Areas: Summers 1967-1971

	1967 (84)	1968 (151)	1969 (158)	1970 (60)	1971 (42)
Health and sanitation	8% (7)	5% (8)	4% (7)	10% (6)	31% (13)
Education and training	6 (5)	9 (14)	8 (12)	7 (4)	7 (3)
Housing	6 (5)	3 (5)	18 (28)	10 (6)	10 (4)
Legal services	13 (11)	4 (6)	4 (6)	3 (2)	--
Manpower	17 (14)	10 (15)	12 (18)	5 (3)	5 (2)
Planning and economic analysis	19 (16)	22 (33)	11 (17)	12 (7)	17 (7)
Public administration finance	7 (6)	23 (35)	11 (17)	8 (5)	--
Social services and community action	12 (10)	11 (17)	7 (11)	13 (8)	7 (3)
Tourism, transportation, recreation	12 (10)	11 (16)	10 (15)	0 --	7 (3)
Natural resources development	0 --	2 (2)	7 (11)	22 (13)	--
Community development	0 --	0	10 (16)	10 (6)	17 (7)

Academic Majors of Interns: Summers 1967-1971

	1967 (96)	1968 (151)	1969 (146)	1970 (55)	1971 (42)
Education, social sciences, government, psychology	42% (40)	44% (66)	42% (61)	33% (18)	45% (19)
Business, economics	32 (31)	28 (43)	20 (29)	16 (9)	5 (2)
Law, criminology	14 (13)	7 (11)	7 (10)	13 (7)	10 (4)
Engineering, planning, architecture	6 (6)	7 (11)	3 (4)	5 (3)	0 0
Humanities, music, journalism	0 0	5 (7)	12 (18)	16 (9)	17 (7)
Agriculture, home economics, recreation, physical education	0 0	3 (5)	5 (8)	2 (1)	0 0
Medicine, dentistry	3 (3)	3 (4)	0 0	4 (2)	2 (1)
Natural sciences, math	3 (3)	3 (4)	11 (16)	11 (6)	21 (9)

Sex, Age and Marital Status of Interns: Summers 1967-1971

Year	N	Male	Female	Average Age	Median Age	Married	Single
1967	96	78	18	--	--	--	--
1968	151	130	21	22.6	--	62	89
1969	158	134	24	22.7	22	55	101
1970	60	50	10	22.3	22	18	37
1971	42	26	16	21.3	21	6	36

Host Agencies: Summers 1967-

	1967 (78)	1968 (109)	1969 (1
Community action agencies	35% (27)	27% (29)	13% 0
Economic development districts	18 (14)	24 (26)	52 0
General development organizations	20 (16)	20 (22)	2 0
State offices and departments	5 (4)	14 (15)	7 0
Tributary area organizations	13 (10)	11 (12)	4 0
Federal regional offices	3 (2)	3 (4)	5 0
Employment service offices	6 (5)	-- 0	-- 0
City and county governments	-- 0	1 (1)	11 0
College or university	-- --	-- --	5 0
Private organizations	-- --	-- --	1 0

Academic Status of Interns: Summers

Year	N	Freshman	Sophomore	Junior	Senior	B.A. Grad
1968	151	0	1	26	43	15
1969	154	4	7	36	49	8
1970	53	1	2	10	15	4
1971	42	0	10	9	10	2

of Interns: Summers 1967-1971

1968 (151)	1969 (146)	1970 (55)	1971 (42)
44% (66)	42% (61)	33% (18)	45% (19)
28 (43)	20 (29)	16 (9)	5 (2)
7 (11)	7 (10)	13 (7)	10 (4)
7 (11)	3 (4)	5 (3)	0 (0)
5 (7)	12 (18)	16 (9)	17 (7)
3 (5)	5 (8)	2 (1)	0 (0)
3 (4)	0 (0)	4 (2)	2 (1)
3 (4)	11 (16)	11 (6)	21 (9)

atus of Interns: Summers 1967-1971

Average Age	Median Age	Married	Single
22.6	--	62	89
22.7	22	55	101
22.3	22	18	37
21.3	21	6	36

Host Agencies: Summers 1967-1971

	1967 (78)	1968 (109)	1969 (151)	1970 (57)	1971 (42)
Community action agencies	35% (27)	27% (29)	13% (20)	9% (5)	10% (4)
Economic development districts	18 (14)	24 (26)	52 (78)	39 (22)	40 (17)
General development organizations	20 (16)	20 (22)	2 (4)	3 (2)	2 (1)
State offices and departments	5 (4)	14 (15)	7 (10)	28 (16)	26 (11)
Tributary area organizations	13 (10)	11 (12)	4 (6)	2 (1)	--
Federal regional offices	3 (2)	3 (4)	5 (7)	9 (5)	--
Employment service offices	6 (5)	--	0	--	0
City and county governments	--	0 (1)	11 (16)	5 (3)	12 (5)
College or university	--	--	5 (8)	5 (3)	10 (4)
Private organizations	--	--	1 (2)	--	0

Academic Status of Interns: Summers 1968-1971

Year	N	Freshman	Sophomore	Junior	Senior	B.A. Grad.	M.A.	Ph.D.	J.D.	M.D.
1968	151	0	1	26	43	15	40	12	10	4
1969	154	4	7	36	49	8	29	10	11	0
1970	53	1	2	10	15	4	12	2	7	0
1971	42	0	10	9	10	2	6	1	4	0